DOCUMENT RESUME

ED 204 511 CE 029 385

AUTHOR	Cluck, Janice Bona; Melliges, Pam
TITLE	Marketing and Distributive Education Curriculum Guide. Marketing Services: Business and Personal Services.
INSTITUTION	Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
SPONS AGENCY	Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE	Jun 81
CONTRACT	R-33-10-Y-0424-310; R-33-21-D-0542-310
NOTE	324p.; For related documents see ED 156 857-861, ED 174 822-823, ED 186 726-727, ED 189 382, and CE 029 384-386.
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Administration; Adult Education; Advertising; *Behavioral Objectives; *Business; Communication (Thought Transfer); Competence; *Competency Based Education; Course Content; Curriculum; Curriculum Guides; Display Systems; Distributive Education; Human Relations; Individualized Instruction; Learning Activities; *Learning Modules; *Marketing; Mathematics; Merchandising; Postsecondary Education; Sales Occupations; Secondary Education; *Service Occupations
IDENTIFIERS	Distributive Education Clubs of America; Illinois State Board of Education

ABSTRACT

This curriculum guide has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of business marketing, as well as to provide the marketing and distributive education teacher/coordinator with maximum flexibility. The essential common and specialized competencies have been identified and listed in 11 instructional areas based upon structured interviews with personnel in various types of business and personal service firms and associations in the state of Illinois. Competencies were organized into instructional clusters and an objective written for each cluster to facilitate the organization of instruction for the teacher/coordinator. A number of learning activities are suggested for each competency to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. Instructional materials are listed in the reference column of each competency and in the bibliography of instructional materials. The competencies cover the following instructional areas: advertising, communications, display, human relations, marketing/economics; management; mathematics; merchandising; operations; product/service technology; and selling. (These instructional areas are the same ones that are used by the Distributive Education Clubs of America for their competency-based competitive events program and for other curriculum projects.) (Author/KC)

ED204511

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BUSINESS / PERSONAL SERVICES

Curriculum Guide

ILLINOIS STATE BOARD OF EDUCATION
Donald F. Muirheid, Chairman

Donald G. Gill
State Superintendent of Education

Roger L. Luft, Project Director

Janice Bona Cluck, Researcher
Pam Melliges, Researcher
Sheryl A. Bleyer, Grad. Asst.

Department of Vocational Education Studies
Business Education Program
Southern Illinois University
Carbondale, Illinois

JUNE, 1981

This document has been developed and published under contractual agreements (R-33-10-X-0424-310 and R-33-21-D-0542-310) between the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777, and the Department of Vocational Education Studies, Southern Illinois University, Carbondale, Illinois 62901. Contractors undertaking such projects under Illinois State Board of Education sponsorship may express judgments in professional and technical matters. Points of view or opinions, therefore, do not necessarily represent official Illinois State Board of Education position or policy.

FOREWORD

The MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE FOR BUSINESS/PERSONAL SERVICES has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the career field of marketing, and to allow marketing and distributive education teacher/coordinators maximum flexibility. A variety of suggested learning activities are provided to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. Complete bibliographical data for the references listed under each competency is presented in the introductory pages.

The Illinois State Board of Education is committed to assisting local communities in the development of quality instructional programs to prepare and upgrade persons for productive careers in the following fifteen instructional program areas in the field of marketing: Advertising Services, Apparel and Accessories, Automotive-Petroleum, Finance and Credit, Food Marketing, Food Services, General Retail Merchandising, Hardware-Building Materials-Farm and Garden, Home Furnishings, Industrial Marketing, Lodging-Recreation and Tourism, Marketing Services (Business/Personal Services, Real Estate, Insurance, and Agricultural Services), Small Business Management, Transportation and Warehousing, and Wholesaling. Curriculum guides for all fifteen instructional program areas have been, or are in the process of being, developed.

Sincere appreciation is extended to personnel from business and personal service firms in the state of Illinois who assisted in identifying and validating the competencies and learning activities presented in this curriculum guide, those educators and businesspeople who field-tested the materials, and those who served on the advisory committee for the project.

Donald G. Gill
State Superintendent of Education

HOW TO USE THE
BUSINESS/PERSONAL SERVICES CURRICULUM GUIDE

This publication, MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE FOR BUSINESS/PERSONAL SERVICES, was prepared during the 1980-81 period of time. This guide has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing, as well as to provide marketing and distributive education teacher/coordinators maximum flexibility. The essential common and specialized competencies have been identified and listed in eleven instructional areas based upon structured interviews with personnel in various types of business and personal service firms and associations in the state of Illinois. Competencies were organized into instructional clusters and an objective written for each cluster to facilitate the organization of instruction for the teacher/coordinator. A number of learning activities are suggested for each competency to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. The instructional materials listed in the reference column of each competency and in the bibliography of instructional materials were selected because they are the ones that are most commonly used by teachers in the field and most readily available. Several references are provided for each competency to help insure the local availability of at least one reference, and also to provide flexibility for both the teacher and student in individualizing instruction.

MARKETING AND DISTRIBUTIVE EDUCATION
CURRICULUM GUIDE for

BUSINESS/PERSONAL SERVICES

Foreword.....ii

How to Use the Business/Personal Services Curriculum Guide.....iv

Information on Careers in Business and Personal Services.....vii

Bibliography for Instructional Materials References in the Business/Personal Services Curriculum Guide.....xiv

Competency Curriculum Planning Grid.....xviii

Instructional Competencies Classified into Eleven Color-coded Instructional Areas.....1

AREA	COLOR	PAGE
ADVERTISING	Blue	1
COMMUNICATIONS	Goldenrod	5
DISPLAY	Yellow	31
HUMAN RELATIONS	Buff	35
MARKETING/ECONOMICS	Blue	59
MANAGEMENT	Green	61
MATHEMATICS	White	77
MERCHANDISING	Pink	87
OPERATIONS	Salmon	89
PRODUCT/SERVICE TECHNOLOGY	Yellow	95
SELLING	Green	99

Blank Sample Competency Worksheets.....133

For maximum usefulness, the competencies have been color-coded into the following eleven instructional areas:

INSTRUCTIONAL AREA	COLOR
Advertising	Blue
Communications	Goldenrod
Display	Yellow
Human Relations	Buff
Marketing/Economics	Blue
Management	Green
Mathematics	White
Merchandising	Pink
Operations	Salmon
Product/Service Technology	Yellow
Selling	Green

These instructional areas are the same ones that are used by the Distributive Education Clubs of America (DECA) for their competency-based competitive events program and for numerous other curriculum projects in the field of marketing and distributive education.

The competencies listed in the curriculum guide itself should be considered only as teaching suggestions and not as the complete curriculum. Individual student and community needs as well as the judgment, experience, and opinions of teachers and advisory committee members should determine the content of the curriculum on the local level, because training needs may vary from one geographical area to another. Curriculum planners are encouraged to revalidate the competencies with local employers.

The loose leaf format of this guide is conducive to making additions. Additional competencies identified at the local level may easily be inserted into the guide at the appropriate place. Blank sample competency worksheets are included in this guide following the instructional areas.

The curriculum guides may be used in a number of different ways depending upon student and community needs, local educational agencies, community learning facilities and resources, teaching style of the teacher, learning styles of the students, comprehensiveness of the marketing and distributive education curriculum, prior competencies acquired by the students, and other similar factors.

The GENERAL MARKETING CURRICULUM GUIDE is the master publication in the curriculum guide series and should be studied carefully before using the other guides, as well as the CURRICULUM PLANNING GUIDE for the series. Some teacher/coordinators will prefer to help students acquire the competencies listed in the General Marketing Curriculum Guide in lower grade level courses, such as Introduction to Marketing and Distributive Education, and the more specialized competencies in more advanced classes. The competency-based approach to curriculum development and individualizing of instruction are viable approaches at all educational levels.

INFORMATION ON CAREERS IN BUSINESS AND PERSONAL SERVICES

WHAT ARE SERVICE BUSINESSES?

A service is generally defined as any activity performed for someone else. Services are intangible goods-- you get the result of someone's know-how and labor when you buy a service. Those who buy services are either unable or unwilling to perform those services for themselves. Services that are sold can be grouped into these common business categories: advertising and display, finance and credit, food, lodging, insurance, petroleum, real estate, recreation, transportation and travel, and BUSINESS AND PERSONAL SERVICES.

BUSINESS SERVICES provide services to business establishments on a fee or contract basis, such as management and consultant services, protective services, public relations, building maintenance, marketing research, equipment rental and leasing, and accounting and data processing services.

PERSONAL SERVICES provide services in consumer service establishments, such as funeral homes, laundries, dry cleaners, beauty shops, barber shops, photographic studios, shoe repair shops, appliance repair shops, dance and art studios, health clubs, pet care/grooming shops, home maintenance, security, and cleaning services, employment agencies, pest control, printing services, and accounting services.

HOW ABOUT A SERVICE CAREER?

Service careers are found in a wide variety of businesses that provide services to customers with varying needs and wants, and many

different types of people work at those service jobs. Jobs are available for those with high school diplomas or college degrees, those who prefer working late at night or early in the morning, those who prefer the smallest town or the largest city.

Successful people in service careers have certain common characteristics: they enjoy serving others; they get along well with others; they like people in general; they are industrious and trustworthy, responsible, and honest. Service career employees need skills in human relations, communications, mathematics, and marketing, as well as service knowledge.

Service careers are one of the fastest growing groups of occupations, and the main reason for this growth is that people now have more "extra" money to spend over and above the money required for necessities, therefore they are more willing to spend money on the various services provided by businesses. Increased population has also caused increased need for services, and many new services are being offered all the time.

The "Tomorrow's Jobs" Section of the OCCUPATIONAL OUTLOOK HANDBOOK shows that the number of workers in service businesses has been constantly increasing since the 1940's. The Handbook also predicts that in the next 10 years the number of people working in service businesses will increase by 50%, and that more service jobs will be created in the next few years by deaths, retirements, and terminations than from employment growth. (Service businesses now employ about 14 million workers.)

The salaries of service career employees vary widely-- some earn only the minimum wage and employees in occupations that must be

certified earn much more. The amount of money one earns depends on the type of business, its size, its location, the responsibilities of the job, the education required for the job and/or certification, your abilities, and your experience.

To answer the question, "Could I be happy in a service career?" one must consider these questions: Are the working conditions good? Are there opportunities for advancement? What education is required? Is the salary good? Will I need extra training? Will I enjoy the work? The service area is one that a career-minded young person can grow with, reaping many personal benefits along the way.

STARTING A SERVICE BUSINESS

The person starting a service business must first think about tailoring the business to suit the particular customers that s/he wants to reach, since no business can please everybody. An example would be a dry cleaning business: The person must decide between the quantity trade (those who want their cleaning done as fast and as cheaply as possible) and the quality trade (those who want their expensive clothes cleaning and pressed with great care). The quantity trade would require planning for a mass production kind of operation, keeping costs down with a cash-and-carry policy. The quality trade would require offering personalized service, including hand pressing, charge accounts, free delivery, and alteration and repair services.

The service business owner must then think about the location of the business. If the business must operate from a store location (beauty shop or shoe repair), then various location factors must be

considered. Some businesses, however, can be operated with a telephone at home and a truck or van to hold supplies and/or equipment (pest control or carpet cleaning).

The service business owner must also be sure that s/he has on hand or can easily get all the materials needed for the business, including large equipment and quickly used supplies. S/he must be able to order supplies, receive, check, and store them. Careful financial records must be kept in order to price the services offered so that the business can pay expenses and make a profit, as well as for income tax purposes. The owner must use sales promotion to attract new customers and sell more to regular customers. The business' employees must keep its customers satisfied because word-of-mouth advertising can either make or break the service business. Therefore, employees must apply human relations psychology and personal salesmanship techniques.

FOR SPECIFIC CAREER INFORMATION REGARDING A PARTICULAR TYPE OF SERVICE BUSINESS, the student should write to the appropriate association(s) listed below:

Linen Supply Association of America
1250 East Hallandale Beach Blvd.
P. O. Box 1283
Hallandale, FL 33009

International Fabric Care Institute
12251 Tech Road
Silver Spring, MD 20904

Associated Master Barber and Beauticians of America
219 Greenwich Road
Charlotte, NC 28211

National Funeral Directors Association
135 W. Wells Street
Milwaukee, WI 53203

National Funeral Directors and Morticians Association
734 W. 79th Street
Chicago, IL 60620

Illinois Funeral Directors Association
1045 Outer Park Drive #120
Springfield, IL 62704

The American Board of Funeral Service Education, Inc.
201 Columbia Street
Fairmont, WV 26554

Association of Consulting Management Engineers, Inc.
230 Park Avenue
New York, NY 10017

American Boarding Kennels Association
6440 N. Old Highway 85-87
Colorado Springs, CO 80919

Building Maintenance Contractors Association
2017 Walnut Street
Philadelphia, PA 19103

National Executive Housekeepers Association
Business and Professional Building
414 Second Avenue
Gallipolis, OH 45631

National Pest Control Association
8150 Lessburg Pike
Vienna, VA 22180

Professional Photographers of America, Inc.
1090 Executive Way
Des Plaines, IL 60018

Association of Data Processing Service
1925 North Lynn St.
Arlington, VA 22209

Institute of Management Consultants
347 Madison Avenue
New York, NY 10017

Public Relations Society of America
435 North Michigan Avenue
Chicago, IL 60611

National Association of Printers and Lithographers
570 Seventh Avenue
New York, NY 10018

National Personnel Associates, Inc.
300 D Waters Building
Grand Rapids, MI 49503

National Association of Temporary Services
1001 Connecticut Ave., N.W. #932
Washington, DC 20036

American Rental Association
2920 23rd Avenue
Moline, IL 61265

Rental Service Association
4302 Airport Blvd.
Austin, TX 78722

American Society of Appraisers
Box 17265 Dulles Intl. Airport
Washington, DC 20041

National Appliance Service Association
1308 Pennsylvania
Kansas City, MO 64105

National Council of Investigation and Security
1100 Connecticut Avenue, N.W. #700
Washington, DC 20036

National Hairdressers and Cosmetologists Assoc., Inc.
3510 Olive Street
St. Louis, MO 63103

National Automatic Laundry & Cleaning Council
7 S. Dearborn Street
Chicago, IL 60603

International Drycleaners Congress
P.O. Box 8629
San Jose, CA 95125

National Micrographics Association
8728 Colesville Road
Silver Spring, MD 20910

American Accounting Association
653 S. Orange Avenue
Sarasota, FL 33577

American Institute of CPA's
1211 Avenue of the Americas
New York, NY 10036

14

Association of Tax Consultants
2433 N.E. Clackamas Street
Portland, OR 97232

Illinois CPA Society
One IBM Plaza, Suite 1415
Chicago, IL 60611

BIBLIOGRAPHY FOR INSTRUCTIONAL MATERIALS REFERENCED IN THE BUSINESS/PERSONAL SERVICES CURRICULUM GUIDE

(Arranged alphabetically by Title)

ADVERTISING, 2nd Ed., William Antrim. McGraw-Hill, Inc., 1978.

ADVERTISING AND DISPLAYING MERCHANDISE, Harland Samson. Cincinnati: South-Western Publishing Co., 1967.

BASIC BUSINESS MATHEMATICS, John and Charlotte Ernest. Encino, CA: Benziger Bruce and Glencoe, Inc., 1977.

BASIC SELLING, 2nd E., John W. Ernest. McGraw-Hill., Inc., 1978.

BUSINESS ENGLISH AND COMMUNICATION, 5th Ed., Stewart, Lanham, Zimmer, Clark, and Stead. McGraw-Hill., Inc., 1978.

BUSINESS ENGLISH IN COMMUNICATIONS, 2nd Ed., Himstreet, Porter and Maxwell. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.

BUSINESS MATH/30, 2nd Ed., R. R. Rosenberg and C. G. Alvey. McGraw-Hill, Inc., 1976.

BUSINESS PRINCIPLES AND MANAGEMENT, 7th Ed., Kenneth Everard and Bernard Shilt. Cincinnati: South-Western Publishing Co., 1979.

CASHIER, THE, The Chase Manhattan Bank, New York. McGraw-Hill, Inc., 1975.

CHECKER-CASHIER, 2nd Ed., Doehring, Paul, and Mills. Cincinnati: South-Western Publishing Co., 1977.

COMMUNICATING AT WORK, John Williams and Steven Eggland. Cincinnati: South-Western Publishing Co., 1979.

COMMUNICATION AT WORK, Patrick Weagraff and James Lynn. McGraw-Hill, Inc., 1977.

COMMUNICATIONS IN MARKETING, 2nd Ed., Leroy Buckner. McGraw-Hill, Inc., 1978.

CREATIVE SELLING, 2nd Ed., John W. Ernest. McGraw-Hill, Inc., 1978.

CUSTOMER SERVICES, 2nd Ed., Leroy Buckner. McGraw-Hill, Inc., 1978.

DISPLAY AND PROMOTION, 2nd Ed., Gary R. Smith. McGraw-Hill, Inc. 1978.

DISPLAY SPECIALIST, THE, Geroge Fuda and Edwin Nelson. McGraw-Hill, Inc., 1976.

EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATION, 7th Ed., Paul Burtness and Alfred Clark. Cincinnati: South-Western Publishing Co., 1980.

ELEMENTS OF BUSINESS, Robert Lynn and James O'Grady. Boston: Houghton Mifflin Co., 1978.

FREE ENTERPRISE IN THE UNITED STATES, Eugene Wyllie and Roman Warmke. Cincinnati: South-Western Publishing Co., 1980.

FUNDAMENTALS OF SELLING, 10th Ed., John Wingate and Carroll Nolan. Cincinnati: South-Western Publishing Co., 1976.

GENERAL MERCHANDISE RETAILING, Barbara Vorndran and Carolyn Litchfield. McGraw-Hill, Inc., 1979.

HUMAN RELATIONS IN BUSINESS, Steven Eggland and John Williams. Cincinnati: South-Western Publishing Co., 1977.

HUMAN RELATIONS IN MARKETING, 2nd Ed., Donald Hiserodt. McGraw-Hill, Inc., 1978.

LEARNING EXPERIENCES IN RETAILING: TEXT AND CASES, C. Winston Borgen. Pacific Palisades, CA: Goodyear Publishing Co., Inc., 1976.

MANAGEMENT-MINDED SUPERVISION, 2nd Ed., Bradford Boyd. McGraw-Hill, Inc., 1976.

MARKETING AND DISTRIBUTION, 2nd Ed., Mason, Rath and Ross. McGraw-Hill, Inc., 1974.

MARKETING IN ACTION, 8th Ed., Warmke, Palmer, and Nolan. Cincinnati: South-Western Publishing Co., 1976.

MARKETING MATH, William Stull. Cincinnati: South-Western Publishing Co., 1979.

MATHEMATICS IN MARKETING, 2nd Ed., William Logan and M. H. Freeman. McGraw-Hill, Inc., 1978.

MODERN BUSINESS, 2nd Ed., Rosenblatt, Bonnington, and Needles. Boston: Houghton Mifflin Co., 1977.

MODERN DISPLAY TECHNIQUES, Emily Mauger. NY: Fairchild Publications, Inc., 1964.

PRACTICAL HUMAN RELATIONS, Robert Fulmer. Homewood, IL: Richard D. Irwin, Inc., 1974.

PRINCIPLES OF CREATIVE SELLING, 3rd Ed., Kenneth Haas and John Ernest. Encino, CA: Glencoe Publishing Co., Inc., 1978.

PRINCIPLES OF MODERN MANAGEMENT, Samuel Certo. Dubuque: Wm. C. Brown Company Publishers, 1980.

PRINCIPLES OF SMALL BUSINESS MANAGEMENT, William Macfarlane. McGraw-Hill, Inc., 1977.

RETAIL BUSINESS MANAGEMENT, 2nd Ed., Karen Gillespie and Joseph Hecht. McGraw-Hill, Inc., 1977.

RETAIL MERCHANDISING, 8th Ed., John Wingate and Harland Samson. Cincinnati: South-Western Publishing Co., 1975.

RETAIL SALESPERSON, THE, 2nd Ed., F. E. Hartzler. McGraw-Hill, Inc., 1979.

RETAIL SELLING, 2nd Ed., Yvonne Bodle and Joseph Corey. McGraw-Hill, Inc., 1977.

RETAILING MANAGEMENT, Larry Redinbaugh. McGraw-Hill, Inc., 1976.

RETAILING PRINCIPLES AND PRACTICES, 6th Ed., Richett, Meyer, Haines, and Harris. McGraw-Hill, Inc., 1974.

SALESMANSHIP FUNDAMENTALS, 4th Ed., John Ernest and Richard Ashmun. McGraw-Hill, Inc., 1973.

SELLING, Robeson, Mathews, and Stevens. Homewood, IL: Richard D. Irwin, Inc., 1978.

SELLING, A SELF-MANAGEMENT APPROACH, 2nd Ed., Ferdinand Mauser. Harcourt Brace Jovanovich, Inc., 1977.

SELLING PRINCIPLES AND METHODS, 6th Ed., Carlton Pederson and Milburn Wright. Homewood, IL: Richard D. Irwin, Inc., 1976.

SELLING PRINCIPLES AND PRACTICES, 5th Ed., John Ernest and Richard Ashmun. McGraw-Hill, Inc., 1980.

SELLING TODAY - A PERSONAL APPROACH, Gerald Manning and Barry Reece. Dubuque: Wm. C. Brown Company Publishers, 1980.

SMALL BUSINESS MANAGEMENT, 5th Ed., Broom and Longnecker. Cincinnati: South-Western Publishing Co., 1979.

SUPERVISION: CONCEPTS AND PRACTICES OF MANAGEMENT, 2nd ed., Theo Haimann and Raymond Hilgert. Cincinnati: South-Western Publishing Co., 1977.

SUPERVISION: THE DIRECTION OF PEOPLE AT WORK, W. R. Plunkett. Dubuque: Wm. C. Brown Company Publishers, 1975.

SUPERVISION: PRINCIPLES OF PROFESSIONAL MANAGEMENT, Robert Fulmer. Beverly Hills: Glencoe Press, 1976.

SUPERVISORY MANAGEMENT, George Terry. Homewood, IL: Richard D. Irwin, Inc., 1974.

TODAY'S BUSINESS MATH, Burton Kaliski. Harcourt Brace Jovanovich, Inc., 1972.

WHAT EVERY SUPERVISORY SHOULD KNOW, 3rd Ed., Lester Bittel. McGraw-Hill, Inc., 1974.

WORKING AT HUMAN RELATIONS, Rosemary Fruehling. McGraw-Hill, Inc., 1977.

COMPETENCY CURRICULUM PLANNING GRID

INSTRUCTIONAL AREA AND COMPETENCY	Competency Number	IDECC LAP Number	B/P Services Page No.	General Guide Page No.
ADVERTISING				
Know the uses of promotional and institutional advertising.	001	1-001	1	
Know the purposes of advertising.	011	1-011	2	
Know the types of media that are available for advertising.	002	3-002	3	
Attitude that advertising helps increase sales, builds goodwill, and builds customer loyalty.	1451		4	
COMMUNICATIONS				
Know the correct forms used in business letter writing.	095	28-095	5	
Know how to use written communications in forms and reports.	094	27-094	6	
Skill in writing informative and effective business letters.	133	28-133	7	
Use legible handwriting when preparing written communications.	1401		8	
Address other people in a business-like manner whether they are customers, employees, supervisors, or management.	096	16-096	9	GG-7
Skill in communicating effectively with customers, co-workers and supervisors.	127	16-127	10	GG-7
Believe that communications between various employees, departments, or divisions within a business will result in a more efficient operation with mutual benefits to all.	168	41-168	11	GG-16
Skill in listening to and following directions.	119	24-119	12	GG-9
Skill in listening to customers' names and addresses and writing them correctly.	130	33-130	13	GG-12
Ability to talk clearly and pleasantly, conveying spirit and enthusiasm.	137	3-137	14	
Awareness that the tone of voice can express sincere welcome and eagerness to be of service.	151	5-151	15	GG-5
Awareness that the voice can be used to express conviction and convey confidence.	150	5-150	16	
Appreciate the value of correct enunication and pronunciation in speaking.	152	3-152	17	
Attitude that poor or awkward grammar lowers the image of the business and its personnel in the estimation of the customer.	145	3-145	18	
Skill in effective use of speech and vocabulary.	122	3-122	19	GG-4
Realize that gestures help convey feelings in spoken communications.	166	5-166	20	
Skill in using the telephone correctly and most effectively.	114	9-114	21	
Skill in receiving or giving telephone orders, complaints, and messages.	115	24-115	22	
Skill in using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold.	120	2-120	23	
Know the situations in which to use a technical language or commonly understood language.	101	2-101	24	
Realize that even in the most skillfully constructed communications misinterpretations will develop.	161	33-161	25	GG-14
Know when to keep communications confidential.	102	43-102	26	
Skill in interpreting business policies to customers.	117	20-117	27	
Know how to communicate with others in order to motivate them to work willingly.	097	37-097	28	GG-15
Believe that an important phase of management's responsibility in any organization is communications.	159	46-159	29	GG-19

INSTRUCTIONAL AREA AND COMPETENCY	Competency Number	IDECC LAP Number	B/P Services Page No.	General Guide Page No.
DISPLAY				
Attitude that displays can be used to create prestige, obtain publicity, educate the public, introduce new services or procedures, and build goodwill.	1551		31	
Tie together advertising and displays in order to make a greater impact on customers.	1552		32	
Attitude that displays should be changed often to maintain interest from customers.	243	5-243	33	
Ability to letter and design a simple sign.	227	31-227	34	
HUMAN RELATIONS				
Know that human relations in a service business consists of an interdependence with fellow employees, supervisors, and customers.	276	23-276	35	
Attitude that next to job performance, human relations is an employee's greatest responsibility.	309	26-309	36	GG-19
Know that good human relations helps increase production by stimulating interest and creativeness in employees.	322	46-322	37	
Dress appropriately for the job and maintain a well-groomed appearance.	263	3-263	38	
Maintain good health for effective job performance.	285	4-285	39	GG-3
Know that understanding others and one's self is basic to working harmoniously together.	313	20-313	40	GG-13
Develop and maintain harmonious relationships with other employees.	281	21-281	41	GG-14
Develop and maintain a pleasant working environment.	266	39-266	42	GG-22
Know how to build sound working relationships in "forced" associations.	269	19-269	43	
Develop personality traits needed for successful job performance.	286	6-286	44	GG-6
Show an interest in others.	268	7-268	45	
Accept criticism and turn it into a character-building element.	295	13-295	46	GG-9
Awareness that an employee must be willing to accept and adjust to change.	316	14-316	47	GG-10
Realize that a positive attitude is usually reflected in one's work.	274	17-274	48	GG-12
Be willing to accept and put into practice the planned policies and procedures of management.	325	44-325	49	
Represent the business favorably to customers and outside business associates.	287	30-287	50	
Maintain an objective point of view in problem situations.	284	12-284	51	
Exercise self-control during trying situations.	294	9-294	52	GG-7
Demonstrate initiative and creativity.	296	10-296	53	
Be willing to perform tasks in addition to one's job responsibilities when situation necessitates.	317	9-317	54	GG-8
Know the ways to effectively handle difficult customers.	280	28-280	55	
Adapt to the personality and needs of customers.	288	29-288	56	
Believe that a supervisor should set an example of personal work habits and character which employees can emulate.	318	53-318	57	GG-25
MARKETING/ECONOMICS				
Understand the organization of a business and the functions of management.	1020		59	
Demonstrate an understanding of the effects of laws, regulations, and government agencies on business organizations.	1021		60	

INSTRUCTIONAL AREA AND COMPETENCY	Competency Number	IDECC LAP Number	B/P Services Page No.	General Guide Page No.
MANAGEMENT				
Skill in planning and organizing work.	723	17-723	61	GG-4
Ability to determine in various situations the most efficient way to get the job accomplished.	695	17-695	62	
Know that special customer services and accomodations build customer goodwill and help increase sales.	754	27-754	63	
Attitude that established methods should be constantly questioned and new ideas incorporated to improve service to the customer	787	27-787	64	
Attitude that management, supervisors, and employees require a framework of policies and procedures within which to operate.	749	3-749	65	
Awareness that a personnel organization enables the policies of a business to be carried out and enables each person employed to make a contribution to its successful operation.	758	1-758	66	
Believe that there should be a constant and intelligent effort on the part of management to be absolutely fair in all policies and practices.	743	3-743	67	
Ability to make job orientation for new employees friendly, skillful, and adequate.	691	9-691	68	
Attitude that employees must be continuously informed of new services, processes, or trends through individual or group training.	1225		69	
Attitude that in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities within the business.	789	13-789	70	
Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.	744	14-744	71	GG-3
Attitude that each employee should be made to feel his/her efforts are really appreciated.	740	14-740	72	GG-2
Believe that careful scheduling and organization of workloads help maintain high employee morale and job performance.	782	14-782	73	
Know the business' procedures for evaluating employees.	610	12-610	74	
Ability to tactfully identify mistakes employees make and help them constructively correct them.	729	12-729	75	
Know the intangibles of business, such as human relations factors and innovations, which may influence business.	674	19-674	76	
MATHEMATICS				
Add columns of figures with facility.	358	1-358	77	GG-1
Multiply and extend figures with facility.	357	2-357	78	GG-3
Use and translate percentages with facility.	377	6-377	79	
Read and interpret self-computing scales* that speed up mathematical procedures. (*such as tax computation charts)	360	18-360	80	
Compute local, state, and federal taxes which must be applied to sales.	362	18-362	80	
Accurately calculate the exact amount of a customer's purchase.	374	10-374	81	
Make change quickly and accurately.	386	13-386	82	
Use the cash register properly.	1701		83	
Maintain proper records of cash received and bank deposits to prevent losses.	355	4-355	84	
Know that a service business firm's operating expenses include such expenses as payroll, promotional expenses, utilities, transportation, and supplies.	348	21-348	85	

INSTRUCTIONAL AREA AND COMPETENCY	Competency Number	IDECC LAP Number	B/P Services Page No.	General Guide Page No.
MERCHANDISING				
Keep informed of competitive conditions in the market area which the business serves.	438	44-438	87	
Know the ways prices psychologically affect consumers.	397	39-397	88	
OPERATIONS				
Knowledge of the rules and regulations of business procedures concerning employee policies, such as lunch hours, dress regulations, tardiness and absences, personal use of the telephone, etc.	1801		89	
Know how to handle and record customer payment of bills.	600	19-600	90	
Skill in accurately handling and recording customer payment of bills.	680	19-680	90	
Know how to follow through on references given by credit applicants.	596	18-596	91	
Attitude that a well-kept store or business is a primary means of attracting and holding business.	750	1-750	92	
Know that seemingly small savings in some expense areas can mean a substantial gain in profits.	618	15-618	93	
Believe that careful use of supplies will help control expenses.	619	15-619	93	GG-15
Know how to take care of employees' and customers' accidents.	660	2-660	94	GG-3
Know the location of fire extinguishers and other emergency equipment.	1664		94	
PRODUCT/SERVICE TECHNOLOGY				
Believe that a continual program of training and retraining employees with service knowledge must be carried out.	580	27-580	95	
Attitude that a familiarity with trade journals will supplement product and service knowledge as well as current business trends.	581	23-581	96	
Know the various agencies that give protection to the customer.	524	31-524	97	
SELLING				
Believe that selling contributes to the well-being of customers.	921	1-921	99	
Have a strong interest in the service (and any product) being sold.	922	35-922	100	
Feel that the customer needs the service (or product) being offered.	919	7-919	101	
Know the selling features of services (and products) offered.	827	34-827	102	
Realize that today's customer chooses the business where shopping conditions are most pleasant.	936	5-936	103	
Attitude that one should give the best customer service with the customer always first in mind.	957	6-957	104	GG-1
Realize that customer loyalty can be build with friendly service.	828	47-828	105	
Treat customers with courtesy even though they don't buy in hope that they will return to buy at a future date.	880	48-880	106	
Realize that each customer is an "individual."	918	43-918	107	
Know how to handle individual differences in customers.	810	43-810	108	
Ability to tactfully handle difficult customers.	897	43-897	109	
Skill in remembering customers' names when serving them.	862	32-862	110	
Skill in remembering personal information about individual customers.	865	32-865	111	

INSTRUCTIONAL AREA AND COMPETENCY	Competency Number	IDECC LAP Number	B/P Services Page No.	General Guide Page No.
Show a feeling of sincere interest in customers and their problems.	920	39-920	112	
Attitude that customers should be approached promptly and not be kept waiting.	942	30-942	113	
Know the customer approaches which may be used when opening a sale.	812	30-812	114	
Open a sale, conversation with a suitable statement or remark.	869	31-869	115	
Determine customers' wants and desires during sales.	870	40-870	116	
Ability to question, observe, and listen in order to complete a successful sale.	884	51-884	117	
Know the ways to help a customer make a buying decision.	811	50-811	119	
Skill in helping a customer make a buying decision.	891	50-891	119	
Use suggestion selling in situations where customers are unfamiliar with the services offered.	1901		120	
Sense a customer's objections and handle them as effectively as possible.	874	49-874	121	
Realize that customers' objections must be handled and overcome with respect.	926	49-926	122	
Know the ways to determine when and how to close a sale.	820	52-820	123	
Skill in determining when and how to close a sale.	895	52-895	123	
Know the procedures involved in conducting a cash sale transaction.	813	14-813	124	
Ability to efficiently handle a cash sale transaction.	890	14-890	124	
Know the procedures involved in conducting a charge sale transaction.	814	16-814	125	
Ability to efficiently handle charge sale transactions.	889	16-889	125	
Know how to properly handle charge plates during a charge sale transaction.	815	16-815	126	
Know the procedures to use when writing out sales checks.	819	13-819	127	
Skill in properly writing out sales checks.	898	13-898	127	
Know the ways to handle customer complaints according to the business' policy.	823	60-823	128	
Realize that a customer's complaint is an excellent opportunity to build goodwill.	927	60-927	129	
Attitude that the customer--by his/her very act of complaining--is giving the business an opportunity to correct a possible [illegible] in its operation.	937	60-937	130	
Realize the importance of public relations to the salesperson's position.	933	4-933	131	
Believe that one should take advantage of sales training opportunities.	944	9-944	132	

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO NAME THE USES AND PURPOSES OF ADVERTISING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
001 Know the uses of promotional and institutional advertising.	Have students read the material from one of the resources and list the uses of institutional advertising, the uses of promotional advertising, and explain how they are different. Collect advertisements from newspapers and magazines. Have students identify each as promotional or institutional. Prepare a list of examples of advertising. Have students indicate whether each is promotional or institutional and why. Have students prepare posters showing how institutional advertising benefits service businesses.	IDECC LAP 1-001 Retailing Principles and Practices - Part 18 Retail Merchandising Chapter 13 Marketing and Distribution Part 30 Marketing in Action Chapter 13 Fundamentals of Selling Chapter 13 Advertising - Chapter 1
OTHER CLUSTER COMPETENCIES: 011		

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO NAME THE USES AND PURPOSES OF ADVERTISING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
011 Know the purposes of advertising.	Have students read the material from the resources and compile a list of as many purposes of advertising as possible. Have a class discussion regarding these purposes.	IDECC LAP 1-011
	Have students locate ads that illustrate each purpose of advertising on their lists.	Retailing Principles and Practices - Part 18 Fundamentals of Selling Chapters 13, 14 Advertising - Chapter 1
	Have representatives from the local newspaper, radio station, and TV station speak about the part advertising plays for service businesses through these media.	Advertising and Displaying Merchandise - Section 1 General Merchandise Retailing - Chapter 11
OTHER CLUSTER COMPETENCIES: 001	Have students prepare posters showing and identifying ads designed for different purposes.	Selling Principles and Practices - Chapter 19

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO NAME THE TYPES OF MEDIA AVAILABLE FOR ADVERTISING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
002 Know the types of media that are available for advertising.	Have students read the material from one of the resources and classify a list of types of media under the headings "periodicals," "mass media," and "direct advertising." Have students interview a businessperson in their field of interest and determine the types of advertising media that he/she used in the past year. Have each student collect advertising samples if possible and share his/her report with the class. Over a period of three weeks, have each student identify the various media used to advertise a particular type of service business in the area, collecting samples of printed material and recording the content of visual or audio advertising.	IDECC LAP 3-002 Marketing in Action Chapter 14 Marketing and Distribution Parts 31, 32 Retail Merchandising Chapters 13, 15 Retailing Principles and Practices - Part 18 Fundamentals of Selling Chapters 13, 14 Advertising - Chapter 2 Selling Principles and Practices - Pages 383-386

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF ADVERTISING IN ORDER TO CREATE AN IMAGE DESIRED FOR THE BUSINESS.

What Does the Competent Marketing Employee Do?

1451
Attitude that advertising helps increase sales, builds goodwill, and builds customer loyalty.

Suggested Learning Activities

Obtain statistics from the local newspaper, radio station, and TV station to show students how advertising helps increase sales for businesses.

Have a class discussion on the definition of "goodwill" and how service businesses can achieve customer goodwill and loyalty through advertising.

Have students identify ads from newspapers and magazines that were placed to build goodwill for service businesses.

Have students prepare an ad for a service business in the community or their training station which would help build goodwill and customer loyalty toward the business.

References

Retail Merchandising
Chapter 13, A

Fundamentals of Selling
Chapter 13, A

Marketing in Action
Chapter 13, A

Advertising - Chapters 1, 3

Advertising and Displaying Merchandise - Section 1

General Merchandise Retailing - Chapter 11

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
095 Know the correct forms used in business letter writing.	Give a presentation on the different business letter forms, their purposes, and when each style should be used. Duplicate and hand out copies of business letters to students. While showing each letter on a transparency, have students identify each style and any errors contained in the letter. Have students collect sample letters from businesses or mail they have received and prepare posters or a bulletin board showing different letter styles and how they may be used.	IDECC LAP 28-095 Business English in Communications - Area 2 Business English and Communication - Chapters 7, 8 Effective English for Business Communication - Unit 8 Communications in Marketing Chapter 7 Selling Principles and Practices - Chapter 6

OTHER CLUSTER COMPETENCIES:

094
133
1401

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
094 Know how to use written communications in forms and reports.	Duplicate and hand out the forms commonly used in a service business. Explain their purposes and how to correctly complete each form. Then, have students complete the forms from the information contained in written informational paragraphs.	IDECC LAP 27-094 Communications in Marketing Chapter 7 Business English and Communication - Chapter 9 Business English in Communications - Unit 12 Effective English for Business Communication - Units 8, 14 Selling Principles and Practices - Chapter 6
	Have each student visit a service business and ask for a sample of the business forms the business uses. Students should bring the forms to class and discuss how to use each effectively.	
	Have students prepare posters or a bulletin board showing various business forms and how they are used.	

OTHER CLUSTER COMPETENCIES:

095
133
1401

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

133
Skill in writing informative and effective business letters.

OTHER CLUSTER COMPETENCIES:

094
095
1401

Suggested Learning Activities

Discuss with students the various types of business letters that a businessperson often writes. Show examples of each type of letter and discuss how they may be used.

Lecture to students on how to write informative and effective business letters, showing examples on transparencies. Have students discuss main points in lecture and then divide into small groups. Each group will prepare a short business letter which will be discussed and evaluated by the class.

Provide students with sentences, paragraphs, and short business letters that need rewriting to make them more effective. After completing the rewriting exercise, students should discuss their answers.

Have students prepare sample business letters for the following:

1) to obtain a job
2) to remind a customer of an unpaid bill
3) to report the purchase of a defective item
and 4) to answer a customer's inquiry about a service.

References

IDECC LAP 28-133

Business English in Communications - Area 2

Business English and Communication - Chapters 7, 8

Effective English for Business Communication - Chapter 7

Selling Principles and Practices - Chapter 6

Communications in Marketing Chapter 7

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

1401
Use legible handwriting when preparing written communications.

OTHER CLUSTER COMPETENCIES:

094
095
133

Suggested Learning Activities

Speak to students on the importance of legibility in handwritten communications, discussing problems that illegible handwriting can cause for a business.

Provide students with examples of poorly handwritten business communications, discussing any problems that may occur as a result of each.

References

Communications in Marketing Chapter 7

Business English and Communication - Chapter 9

Business English in Communications - Unit 12

Effective English for Business Communication - Unit 8

Selling Principles and Practices - Chapter 6

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
096 Address other people in a business-like manner whether they are customers, employees, supervisors, or management.	Invite the training director from the personnel department of a large business to speak to the class about the ways that employees are taught to address customers, fellow employees, supervisors, and management. If a speaker is unavailable, give a presentation on how to properly address people in a business-like manner, regardless of their position. Divide students into pairs. Help each pair plan a role-playing situation regarding introductions. When presented, other students should decide if the introduction or manner of address was correct, and if not, how to correct it. Provide case studies regarding introductions and addressing people for students to read. Discuss whether each situation was handled properly, and if not, how to correct it.	IDECC LAP 16-096 Human Relations in Business Chapter 6 Communications in Marketing Chapter 3 Communication at Work Unit 1 Business English in Communications - Section 42 Effective English for Business Communication - Unit 8, Sec. 7
OTHER CLUSTER COMPETENCIES: 127 168		

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS.

10

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
127 Skill in communicating effectively with customers, co-workers and supervisors.	Give a presentation in which you explain the three basic purposes of communication, the five steps for effective communication, and the two considerations unique to written communication, asking students to give examples for each.	IDECC LAP 16-127 Communicating at Work Communications in Marketing Chapters 1, 8
	Provide examples of communications and have students analyze each to determine if the five steps for effective communication were followed. Discuss how they might be improved.	Retail Selling Chapter 8 Fundamentals of Selling Chapter 5
	Invite a resource person to speak to the class on the importance of good communication skills to a salesperson, what communication skills are most used, what errors are most often made, and what salespeople can do to improve their communication skills.	General Merchandise Retailing - Chapter 3 Human Relations in Business - Chapter 6

OTHER CLUSTER COMPETENCIES:

096
168

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

168
Believe that communications between various employees, departments, or divisions within a business will result in a more efficient operation with mutual benefits to all.

OTHER CLUSTER COMPETENCIES:

096
127

Suggested Learning Activities

Lead a class discussion in which students list reasons why and how inter-departmental communications are important to a business and how poor communication channels affect the business' reputation and profits.

Have students prepare organizational charts showing channels of communication at their training stations or provide sample charts. Discuss what could happen if the communication process bypassed part of the channel or was interrupted at a mid-point in the channel.

Invite a business representative to speak to the class on the importance of inter-departmental communication to business success.

Have each student interview a local business manager regarding his/her business' channel of communication and why interdepartmental communications are important to the business' success.

References

IDECC LAP 41-168

Communications in Marketing
Chapter 1

Retail Merchandising
Page 175

Retailing Principles and
Practices - Part 56

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL LISTEN CAREFULLY WHEN COMMUNICATING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
119 Skill in listening to and following directions.	Give a presentation explaining the four principles of good listening: 1) Prepare to listen 2) Have an open mind 3) Listen carefully 4) Listen with empathy. Discuss the importance of these principles to distributive occupations.	IDECC LAP 24-119 Communication at Work Unit 2 Communications in Marketing Chapter 2 Effective English for Business Communication - Chapter 3 Business English in Communication - Section 39 Business English and Communication - Chapter 3
	Prapare a tape recording of verbal instructions containing at least five steps. Without taking notes, students should listen to the tape and then follow the directions given so that they accomplish the task correctly.	
OTHER CLUSTER COMPETENCIES: 130	Divide students into pairs and let each pair develop and present a role-playing situation in which directions or instructions are given by one student to the other and what happens as a result of good OR poor listening.	Salesmanship Fundamentals Chapter 6 Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL LISTEN CAREFULLY WHEN COMMUNICATING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
130 Skill in listening to customers' names and addresses and writing them correctly.	Prepare a tape recording on which various students or teachers "phone" a business to change an address, voice a complaint, etc. Play the tape in class and have students listen and write the caller's name, address, telephone number, and brief message for each situation.	IDECC LAP 33-130 Communication at Work Unit 2 Communications in Marketing Chapter 2
	Obtain teletrainer equipment from your local telephone company. Have students take turns reading three names, addresses, and phone numbers from the local directory at random over the teletrainer equipment as other students record the information.	Effective English for Business Communication - Chapter 3 Business English in Communications - Section 39
	Pre-arrange a time to telephone each student at his/her home to change an address, voice a complaint, leave a message for another employee, etc. Students should record your name, address, telephone number, and message, and bring to school the next day for evaluation.	Business English and Communication - Chapter 3 Salesmanship Fundamentals Chapter 6 Selling Principles and Practices - Chapter 5
OTHER CLUSTER COMPETENCIES: 119		

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

137
Ability to talk clearly and pleasantly, conveying spirit and enthusiasm.

OTHER CLUSTER COMPETENCIES:

122
145
150
151
152
166

Suggested Learning Activities

Invite the school speech teacher to talk to the class on the principles of speaking, how to talk clearly and pleasantly, and how to convey spirit and enthusiasm when speaking.

Provide a list of ten sentences. Have each student stand and read each sentence twice--the first time in a monotone and the second time changing the pitch to emphasize certain words in order to convey spirit and enthusiasm. Other students should evaluate each student's ability to convey spirit and enthusiasm as well as talking clearly and pleasantly.

Have students listen to a tape recording on which various people "sell" a product or service--some do not speak clearly, some seem bored, some convey enthusiasm for the product/service, etc. After hearing each "sales pitch," students should discuss its effect on customers; and after hearing all of them, discuss the differences and which presentations would influence the customer to buy.

References

IDECC LAP 3-137

Communications at Work
Unit 1

Communications in Marketing
Chapter 3

Effective English for Business Communication - Unit 5, Sec. 2

Business English and Communication - Part 6

Business English in Communications - Section 38

Fundamentals of Selling
Chapter 3, B

Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

151
Awareness that the tone of voice can express sincere welcome and eagerness to be of service.

OTHER CLUSTER COMPETENCIES:

122
137
145
150
152
166

Suggested Learning Activities

Prepare a tape recording of various "salespeople" greeting a customer--some should express sincere welcome and desire to help, some boredom, some irritation, etc. Play the tape for students, stopping after each greeting for discussion.

Divide students into pairs and let each pair prepare and present a role-playing situation in which a salesperson greets a customer, either conveying a positive or negative feeling. Afterwards, discuss how both types of greetings can affect a business' reputation and profits.

Divide students into small groups and have them think of a word or phrase that can have different meanings depending upon the tone in which it is spoken and think of an example for each meaning. Groups should share their thoughts with the class.

References

IDECC LAP 5-151

Communication at Work
Chapter 1

Communications in Marketing
Chapter 3

Business English in Communications - Section 38

Business English and Communication - Unit 55

Effective English for Business Communication
Pages 492 - 493

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Page 72

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

150
Awareness that the voice can be used to express conviction and convey confidence.

OTHER CLUSTER COMPETENCIES:

122
137
145
151
152
166

Suggested Learning Activities

Tape several radio or television commercials advertising a product/service. Have students listen to the tape and write a reaction statement to each commercial. Discuss which voices conveyed more conviction and promoted confidence in the product/service and how the others could be improved.

Prepare a short sales presentation. After reading through it, have each student record the presentation on tape. Play the recordings to the class and decide which readings better expressed conviction and promoted confidence in the product/service and why.

Have students observe five salespeople waiting on a customer and determine whether the salespeople used their voices to express conviction and convey confidence in the product/service, how this was done, or how the presentation could be improved.

References

IDECC LAP 5-150

Communication at Work
Chapter 1

Communications in Marketing
Chapter 3

Business English in Communications - Section 38

Business English and Communication - Unit 55

Effective English for Business Communication
Pages 492 - 493

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Page 72

Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

152
Appreciate the value of correct enunciation and pronunciation in speaking.

OTHER CLUSTER COMPETENCIES:

122
137
145
150
151
166

57

Suggested Learning Activities

Provide a list of "tongue twisters." Have students take turns reading them aloud to help develop their pronunciation and enunciation.

Show the following statements on a transparency:

1) Wuryagoin?
2) Whutimizut?
3) Uh tole um uh din waneny.
4) Widencha gidda ticket forda boxun match?
5) Uh dunno wya din gimme some.

Have students decipher these statements. Discuss how slurring, running words together, or mispronouncing words can prevent sales by distracting the customer, and how such speaking can hurt the image of the salesperson and the business.

References

IDECC LAP 3-152

Communications in Marketing
Chapter 3

Effective English for
Business Communication
Unit 5, Sec. 2

Business English and
Communication - Unit 55

Business English in
Communications - Section 38

Fundamentals of Selling
Chapter 3, B

Selling Principles and
Practices - Chapter 5

58

17

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

145
Attitude that poor or awkward grammar lowers the image of the business and its personnel

OTHER CLUSTER COMPETENCIES:

122
137
150
151
152
166

Suggested Learning Activities

Invite the local business manager to speak to the class on how poor or awkward grammar lowers the image of the business and its personnel.

Divide students into small groups and have each group list words and phrases commonly misused and examples of actual experiences they have had where a business image was lowered due to poor grammar usage by salespeople. Then, each group can share its thoughts in a class discussion.

Let pairs of students develop and present a role-playing situation to show the effect of salespeople's poor grammar usage on the image of a business and its personnel.

Provide case studies for students to identify grammar errors and discuss their effects and how to improve the situation.

References

IDECC LAP 3-145

Fundamentals of Selling
Chapter 3, B

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Communications in Marketing
Chapter 3

Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

122
Skill in effective use of speech and vocabulary.

OTHER CLUSTER COMPETENCIES:

137
145
150
151
152
166

Suggested Learning Activities

Invite the school speech (or English) teacher to speak to the class on good grammar usage in an effective speech and use of vocabulary.

Divide students into small groups and have them list examples of poor grammar usage they are guilty of and have heard others say. Each group should then share its examples with the class and discuss how poor grammar usage can hurt a business' image.

Give students a list of sentences or a story containing examples of poor grammar or vocabulary usage and let them check and correct each example. Students should turn in or trade papers for evaluation.

Over a period of two weeks, have students record examples of poor grammar and vocabulary usage that they hear salespeople, friends, family, and others make--specifically identifying salesperson errors. Afterwards, discuss how these errors can hurt the image of a business, and how poor grammar and vocabulary can be improved.

References

IDECC LAP 3-122

Communications in Marketing
Chapter 4

Business English and
Communication - Parts 3, 6

Business English in
Communications - Unit 4

Fundamentals of Selling
Chapter 3, B

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
166 Realize that gestures help convey feelings in spoken communications.	For a period of one week, have students observe and record the different gestures made by friends, teachers, and family when they are communicating. Then, have a class discussion on how gestures help convey feelings in spoken communications.	IDECC LAP 5-166 Effective English for Business Communication - Unit 13, Sec. 1 Business English and Communication - Unit 54 Business English in Communications - Section 41 Communications in Marketing Chapter 3 Communication at Work Chapter 1
	Have each student observe five different salespeople waiting on a customer and determine the emotions that they convey through gestures. Students should take notes and share their findings with the class during a discussion on how gestures can affect a sales presentation.	
OTHER CLUSTER COMPETENCIES: 122 137 145 150 151 152	Have each student role-play an emotion, using no verbal communication, only gestures, and let other students guess what emotion he/she is trying to convey.	
	Have each student watch a television program for five-ten minutes without the sound. Students should see if they can follow what is happening on the program by watching the characters' facial expressions and gestures.	

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DEMONSTRATE CORRECT TELEPHONE USAGE.

What Does the Competent Marketing Employee Do?

114
Skill in using the telephone correctly and most effectively.

OTHER CLUSTER COMPETENCIES:

115

C5

Suggested Learning Activities

Obtain literature from your local telephone company or a personnel department regarding correct telephone usage. Discuss the material with students.

Duplicate and hand out forms commonly used in businesses to record phone messages, take phone orders, etc. Have students pretend they are answering the telephone while you "phone" their business and record the information on the appropriate form. Students should turn in or trade papers for evaluation.

Obtain a teletrainer from your local telephone company (if unavailable, use play phones). Have students take turns practicing their telephone skills--taking messages, transferring calls, using hold button, etc.

References

IDECC LAP 9-114

Effective English for Business Communication
Unit 13, Sec. 2

Business English in Communications - Section 42

Business English and Communication - Unit 57

Retail Selling
Chapter 27

Fundamentals of Selling
Chapter 12, B

Communications in Marketing
Chapter 4

Selling Principles and Practices - Chapter 18

C6

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DEMONSTRATE CORRECT TELEPHONE USAGE.

What Does the Competent Marketing Employee Do?

115
Skill in receiving or giving telephone orders, complaints, and messages.

OTHER CLUSTER COMPETENCIES:

114

Suggested Learning Activities

Using the teletrainer (or play phones), have each student practice making and receiving telephone calls to ask for information, voice a complaint, leave a message, etc. Other students should listen and evaluate.

Make up a schedule and have students telephone ten other students (and receive ten calls) to ask for information, voice a complaint, leave a message, etc. When receiving a call, students should record the information and turn in for evaluation. When students make calls, they should plan the call beforehand and write it out as a basis to evaluate the "receiver's" recorded information.

References

IDECC LAP 24-115

Retail Selling
Chapter 27

Retail Merchandising
Chapter 12, C

Fundamentals of Selling
Chapter 12, B, C

Retailing Principles and Practices - Part 45

Salesmanship Fundamentals
Chapter 19

Learning Experiences in Retailing - Page 306

Communications in Marketing
Chapter 4

General Merchandise Retailing
Chapter 3

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL USE AN APPROPRIATE VOCABULARY.

What Does the Competent Marketing Employee Do?

120
Skill in using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold.

OTHER CLUSTER COMPETENCIES:

101
161

Suggested Learning Activities

Have each student list and define at least fifteen terms that are unique to the service business related to his/her career objective. If necessary, students can refer to trade journals and/or people in the field.

Divide students into groups according to the service business they are interested in. Each group should brainstorm a list of terms characteristic of the service(s) offered.

Have each student prepare and give a three minute talk before the class about a service related to his/her career objective. Students should bring out as many specialized terms as possible, and may refer to trade journals or people in the field.

Have students start a vocabulary notebook which lists and defines terms related to the type of service business they are interested in.

References

IDECC LAP 2-120

Communications in Marketing
Chapter 4

Business English and
Communication - Parts 3, 6

Business English in
Communications - Unit 4

Fundamentals of Selling
Chapter 3

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL USE AN APPROPRIATE VOCABULARY.

What Does the Competent Marketing Employee Do?

101
Know the situations in which to use a technical language or commonly understood language.

OTHER CLUSTER COMPETENCIES:

120
161

Suggested Learning Activities

Discuss with students the type of situations which call for technical language to be used, and those where common language is more appropriate.

Have selected students interview a service business person to determine what types of situations he/she encounters that call for technical language and/or common language. Students should share their findings with the class.

Provide students with a list of situations common to a service business. Students should indicate whether technical or common language would best handle the situation and why.

References

IDECC LAP 2-101

Communications in Marketing Chapter 4

Business English and Communication - Parts 3, 6

Business English in Communications - Unit 4

Fundamentals of Selling Chapter 3

Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL USE AN APPROPRIATE VOCABULARY.

What Does the Competent Marketing Employee Do?

161
Realize that even in the most skillfully constructed communications, misinterpretations will develop.

OTHER CLUSTER COMPETENCIES:

101
120

73

Suggested Learning Activities

In a class discussion, have students list words that could be misinterpreted by customers. Write each on a blackboard or transparency and have students think of another word that better illustrates or explains what they are trying to say, writing it beside the first word.

Have students also list current slang terms and their meanings. Discuss why an older customer or unknowledgable person would have difficulty understanding what was meant by the terms and how this would affect sales.

Record a story on tape. Without taking notes, students should listen to the tape and then write their interpretations of the story on paper. Have the students compare their interpretations and discuss why and how different interpretations can be made by individual listeners.

Provide a list of words or sentences that can have several meanings depending on the listener's interpretation. Discuss how misinterpretations could develop from using such words or phrases in a sales presentation and how to avoid doing so.

References

IDECC LAP 33-161

Effective English for Business Communication - Units 6, 7

Communication at Work
Unit 1

Communications in Marketing
Chapter 1

Fundamentals of Selling
Chapter 3, 8

Working at Human Relations
Chapter 4

Selling Principles and Practices - Chapter 5

74

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL PRACTICE DISCRETION WHEN COMMUNICATING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
102 Know when to keep communications confidential.	Lead a class discussion in which students identify types of communications that should be kept confidential, give examples of what can happen when store employees reveal confidental information to other employees and outsiders, and describe the effects of doing so on the individual's and the business' reputations. Provide case studies for students to read and discuss regarding confidential information and whether the information should or should not be disclosed in different situations or to only certain people. Invite a manager or personnel manager of a local business to speak to the class on what kinds of information should be kept confidential, what policies the business employees follow regarding privileged information and the effects of disclosing information that should be kept confidential.	IDECC LAP 43-102 General Merchandise Retailing - Page 26 Business English in Communications - Page 372

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO CORRECTLY AND TACTFULLY INTERPRET BUSINESS POLICIES TO CUSTOMERS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
117 Skill in interpreting business policies to customers.	Lead a class discussion in which you define "business policy" and develop a list of customer policies common to a service business. Students should discuss why such policies are needed to successfully run a business. Provide case problems in which a business policy is stated and a customer situation occurs. Students may respond orally or in writing, explaining how they would handle each situation. Let pairs of students plan and present role-playing situations in which a business employee must explain a policy to the customer. Ask students to obtain a copy of the business policies in use at their training stations to share in a class discussion.	IDECC LAP 20-117 Communicating at Work Chapter 4 Retail Selling - Chapter 6 Retail Merchandising Chapter 4 Fundamentals of Selling Chapter 7 Retailing Principles and Practices - Part 20 Salesmanship Fundamentals Chapter 22 Selling Principles and Practices - Chapter 22

Communications

Cluster Instructional Objective:

IN SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE EFFECTIVE MOTIVATION TECHNIQUES.

What Does the Competent Marketing Employee Do?

097
Know how to communicate with others in order to motivate them to work willingly.

Suggested Learning Activities

Lead a class discussion in which you define "motivation" and determine the differences between positive and negative motivation and how they influence an employee's attitude and willingness to work.

Provide case studies for students to read and discuss which involve situations where positive and negative approaches are used to motivate employees. Students should determine how to change each negative approach to a more effective one.

Let pairs of students plan and prepare a role-playing situation in which an approach using positive motivation is demonstrated. Other students should evaluate and discuss each role-play after its presentation.

References

IDECC LAP 37-097

Communicating at Work

Communications in Marketing
Chapters 1, 8

Retail Selling
Chapter 8

Human Relations in Business - Chapter 6

General Merchandise Retailing
Chapter 3

Fundamentals of Selling
Chapter 5

Communications

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE MANAGEMENT'S ROLE IN BUSINESS COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

159

Believe that an important phase of management's responsibility in any organization is communications.

81

Suggested Learning Activities

Have students identify persons with whom the manager of a service business of their choice must communicate and discuss why it is important that the communication be effective.

Divide students into groups according to their career objective. Groups should prepare a list of adverse outcomes that may occur when the manager of a service business has not developed desirable communications skills.

Invite the manager of a local service business to speak to the class about the importance of good communications skills to a manager of a service business.

References

IDECC LAP 46-159

Retailing Principles and Practices - Part 56

Communications in Marketing - Chapter 1

Communicating at Work Chapter 3

Business Principles and Management - Chapter 18

82

Display

Cluster Instructional Objective:

THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

What Does the Competent Marketing Employee Do?

1551
Attitude that displays can be used to create prestige, obtain publicity, educate the public, introduce new services or procedures, and build goodwill.

83

Suggested Learning Activities

Divide students into small groups and have each group prepare a report on one of the following:

How displays can be used to
1) create prestige,
2) obtain publicity,
3) educate the public,
4) introduce new styles,
5) show new uses for goods,
6) build goodwill.

Have each group present their report to the class.

Write on the blackboard or a transparency these headings: create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, build goodwill. In a large group discussion format, have students give their ideas on how displays can be used in each category, writing students' responses under each heading.

Have students visit local service businesses to observe any displays that perform the functions listed in the above activity.

References

Display and Promotion
Chapters 1, 2

Advertising and Displaying Merchandise - Section 1

Retailing Principles and Practices - Part 17

Retail Merchandising
Chapter 14

Fundamentals of Selling
Chapter 14 D, E

The Display Specialist
Chapter 1

84

Display

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN WHY BUSINESS ADVERTISING AND DISPLAYS SHOULD BE COORDINATED.

What Does the Competent Marketing Employee Do?

1552
Tie together advertising and displays in order to make a greater impact on customers.

Suggested Learning Activities

Discuss with students why advertisements and displays should be coordinated in order to make a greater impact on customers.

Invite a local business representative to speak to the class on how and why advertisements and displays should be coordinated in order to make a greater impact on customers.

Give each student a sample advertisement for a service business. Have students plan a coordinating display that will help make a greater impact on customers.

Over a period of one month, have student watch for service business displays coordinated with current advertising being done by the businesses.

References

Display and Promotion
Chapters 1, 2

Advertising and Displaying Merchandise - Section 1

Retail Merchandising
Chapters 13, 14

Fundamentals of Selling
Chapters 13, 14

The Display Specialist
Chapter 1

Display

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE HOW DISPLAYS CREATE CUSTOMER INTEREST.

What Does the Competent Marketing Employee Do?

243
Attitude that displays should be changed often to maintain interest from customers.

Suggested Learning Activities

Have students write a brief essay on the factors they feel that business personnel should consider when determining how often to change displays.

Lead a group discussion on the factors that business personnel should consider when determining how often to change displays. Write each factor on a blackboard or transparency as it comes up in the discussion.

Have selected students interview the manager of a local service business to determine how he or she decides when to change displays. Students should prepare a brief report for the instructor and present an oral summary to the class.

References

IDECC LAP 5-243

Display and Promotion
Chapter 2

Advertising and Displaying Merchandise - Sections 6, 7

Retail Merchandising
Chapter 14

Salesmanship Fundamentals
Chapter 19

Fundamentals of Selling
Chapter 14, D

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE DISPLAY SIGNS FOR PROMOTION.

What Does the Competent Marketing Employee Do?

227
Ability to letter and design a simple sign.

Suggested Learning Activities

Invite the school art teacher to explain and demonstrate how to letter display signs using Gothic, Roman, or other types of lettering.

Have students practice lettering sign copy until they feel comfortable drawing the letters. Have each student select a service, plan written copy suitable for a display sign, and letter card stock with the copy.

Have students find examples of display signs in the magazine Visual Merchandising. Have them try to reproduce three signs on card stock.

If possible, have students participate in lettering signs for use at their training stations or local businesses. Students should first submit a sketch of each sign for approval, then create the final copy.

References

IDECC LAP 31-227

General Merchandise Retailing
Chapter 12

Advertising and Displaying Merchandise - Section 7

Retailing Principles and Practices - Part 36

The Display Specialist
Chapter 6

Modern Display Techniques
Chapter 9

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

276
Know that human relations in a service business consists of an interdependence with fellow employees, supervisors and customers.

OTHER CLUSTER COMPETENCIES:

309
322

Suggested Learning Activities

Give a presentation on "Interdependent Relationships," explaining the ways that supervisors, employees, and customers depend on each other.

Divide students into small groups. Have each group prepare a report in which they define interdependence and list the ways that:

1) supervisors depend upon their employees
2) employees depend upon their supervisors
3) employees and supervisors depend upon customers

and 4) customers depend upon employees and supervisors.

Each group should share its findings with the class.

Invite a local business manager to speak to the class on interdependent relationships between supervisors, employees, and customers.

Divide students into three groups. Members of one group should interview supervisors regarding their dependence on employees and customers. The second group should interview bus. employees to find out how these employees depend upon their supervisors and customers; and the third group's members should interview customers to see how they depend upon bus. employees and supervisors. Groups should share their findings in a class discussion.

References

IDECC LAP 23-276

Practical Human Relations
Section 1

Human Relations in Marketing
Chapter 1

Human Relations in Business
Chapter 1

Working at Human Relations
Unit 1

Retailing Principles and Practices - Part 21

Selling Principles and Practices - Chapter 22

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

309

Attitude that next to job performance, human relations is an employee's greatest responsibility.

OTHER CLUSTER COMPETENCIES:

276
322

Suggested Learning Activities

After reading selected references, have students write a brief essay explaining:
1) why it is necessary for employees to develop and maintain good human relations, and 2) how employees can accomplish this.

Give a presentation on human relations, explaining the "way" and "how" of good human relations and give examples based on experience.

Invite a business representative to speak to the class on the importance of human relations and ways that employees can develop and maintain good human relations.

Provide case studies involving human relations (or lack of) in service business situations for students to read and discuss.

References

IDECC LAP 26-309

Human Relations in Marketing
Chapter 1

Human Relations in Business
Chapter 1

Working at Human Relations
Unit 1

Retailing Principles and Practices - Part 21

Selling Principles and Practices - Chapter 22

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

322
Know that good human relations helps increase production by stimulating interest and creativeness in employees.

OTHER CLUSTER COMPETENCIES:

276
309

Suggested Learning Activities

Lead a class discussion in which you describe the relationship between human relations within a business and employee productivity.

Have students tell of group situations they have experienced in which there were good (poor) human relations, and the effect of the interest, participation, and contributions of the group members.

Provide case studies involving good and poor human relations situations and the effects on employee productivity for students to read and discuss. Students should offer suggestions to improve the examples of poor human relations.

References

IDECC LAP 46-322

Human Relations in Marketing
Chapter 1

Human Relations in Business
Chapter 1

Working at Human Relations
Unit 1

Selling Principles and Practices - Chapter 22

Human Relations

Cluster Instructional Objective:

THE STUDENT WILL DEMONSTRATE GOOD GROOMING HABITS ON THE JOB.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
263 Dress appropriately for the job and maintain a well-groomed appearance.	Invite a local business representative to speak to the class on what is considered appropriate dress for work in a service business and how an employee can maintain a well-groomed appearance. Divide students into small groups according to occupational interest. Have members of each group develop a dress code for their type of business, being prepared to back up any requirement they make. Have each group report its dress code to the class. In the same small groups, have students develop a rating scale or self-analysis checklist for employees in their occupational interest to rate themselves on dress/grooming. Have students report the dress codes required by their training stations in a class discussion. Have students develop posters or a bulleting board on proper dress/grooming for work in different types of service businesses.	IDECC LAP 3-263 Retail Selling Chapter 7 Salesmanship Fundamentals Chapter 5 Fundamentals of Selling Chapter 3, A Selling Principles and Practices - Chapter 4 Selling Today Chapter 6

Human Relations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF GOOD HEALTH TO EFFECTIVE JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
285 Maintain good health for effective job performance.	Invite a school nurse, physical education teacher, or health teacher to speak to the class on health/physical fitness and how it relates to effective job performance. Have students brainstorm a list of ways to maintain good physical, mental, and emotional health. Have students write a brief essay describing how good health relates to job performance, and ways to maintain good physical, mental, and emotional health. Provide students with health/physical fitness checklists for self-analysis. In an individual discussion with each student, go over his/her weak points and how they may be improved or corrected.	IDECC LAP 4-285 Practical Human Relations Chapter 2 Retail Selling Chapter 7 Fundamentals of Selling Chapter 3, A Retailing Principles and Practices - Page 43

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?

313
Know that understanding others and one's self is basic to working harmoniously together.

OTHER CLUSTER COMPETENCIES:

266
269
281

Suggested Learning Activities

Have students read "Self-Understanding," Chapter 2 in Human Relations in Business and "Keys to Understanding Yourself," Chapter 2 in Working at Human Relations, summarizing the main points in writing.

Have students write two paragraphs on "What there is about me that makes other people 1) like 2) dislike me." Have students think about what they write and how they could improve themselves.

Have students identify three fellow employees or students--one that they like, one they dislike, and one they have no strong feelings about either way. Beside the first two names, have students list the reasons or points why they like or dislike the persons named. Beside the third person's name, have students determine what factors or traits that person needs in order for them to like that person. (This is a self-learning experience. Students' responses are to be kept confidential.)

References

IDECC LAP 20-313

Practical Human Relations
Section 1

Working at Human Relations
Chapter 2

Human Relations in Business
Chapter 2

Human Relations in Marketing
Chapters 1 and 5

Supervision: Principles of Professional Management
Chapter 2

What Every Supervisor Should Know - Chapters 2 and 3

Selling Today
Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?

281
Develop and maintain harmonious relationships with other employees.

OTHER CLUSTER COMPETENCIES:

266
269
313

Suggested Learning Activities

Divide students into small groups. Have each group develop a list of characteristics that could be used as a rating scale to judge skill in developing and maintaining harmonious relationships with others. Each group should share its ideas with the class.

Provide rating sheets of characteristics needed to develop and maintain harmonious relationships with others. Have each student rate him/herself as honestly as possible, then discuss with each student individually how he/she can change or improve weak points.

Lecture and/or discuss with students why it is important for business employees to be able to develop and maintain harmonious relationships, citing examples of what would happen to an organization who has employees without this ability.

References

IDECC LAP 21-281

Practical Human Relations
Section 1

Human Relations in Business
Chapter 3

Human Relations in Marketing
Chapter 5

Retailing Principles and Practices - Part 21

Communications in Marketing
Chapter 4

Human Relations

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?

266
Develop and maintain a pleasant working environment.

OTHER CLUSTER COMPETENCIES:

269
281
313

Suggested Learning Activities

Give a presentation or invite a local personnel manager to speak to the class on "Components of a Pleasant Working Environment." Students should note the major points presented for later discussion.

In a class discussion, have students identify the components of a pleasant working environment. As a component is named, write it on a blackboard or transparency and discuss how each contributes to a pleasant working environment.

In a class discussion, have students tell of unpleasant working situations they have experienced or observed and discuss how each situation could have been avoided or corrected. Provide case studies of this nature for further discussion.

References

IDECC LAP 39-266

Practical Human Relations
Section 3

Human Relations in Business
Chapters 3 and 4

Human Relations in Marketing
Chapter 5

Retailing Principles and Practices - Part 21

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?

269
Know how to build sound working relationships in "forced" associations.

OTHER CLUSTER COMPETENCIES:

266
281
313

Suggested Learning Activities

Give a presentation or lead a class discussion on the meaning of "sound working relationships" and ways to build sound working relationships with others.

Given a list of situations that illustrate relationships, have students identify which relationships are sound and which are unsound. Discuss how the unsound relationships could be improved.

Provide case problems dealing with forced associations. Have students prepare a written solution or alternative for each problem. After evaluating their responses, discuss the problems and possible solutions/alternatives in class.

Have students cite personal examples of forced associations at work or school, how the relationship progressed, and what was done or could have been done to improve the relationship.

References

IDECC LAP 19-269

Working at Human Relations
Chapters 12, 13

Human Relations in Marketing
Chapter 5

Communications in Marketing
Chapter 3

Business Principles and Management - Chapter 20

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

286
Develop personality traits needed for successful job performance.

OTHER CLUSTER COMPETENCIES:

268
274
287
295
316
325

Suggested Learning Activities

Divide students into small groups and have each group define "personality" and list at least ten personality traits necessary for effective job performance. Discuss each group's ideas.

Provide personality trait rating sheets and have each student rate his/her personality. In private discussions, help students identify weak points and how to improve or correct them.

Have each student plan a self-development program to improve one or more weak points identified by their personality trait rating sheet. The plan should cover a substantial period of time, such as a semester or grading period. Evaluate each student's efforts and level of improvement.

References

IDECC LAP 6-286

Human Relations in Marketing
Chapter 2

Retail Selling
Chapter 8

Salesmanship Fundamentals
Chapter 5

Retailing Principles and Practices - Part 21

Retail Merchandising
Chapter 11, B

Fundamentals of Selling
Chapter 3, C

Selling Principles and Practices - Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

268
Show an interest in others.

OTHER CLUSTER COMPETENCIES:

274
286
287
295
316
325

Suggested Learning Activities

Have students brainstorm a list of ways to show an interest in others. Then, discuss why it is important to show an interest in others - whether at home, school, or on the job.

Given a list of situations, have students prepare written responses listing at least two ways that they could show an interest in the other person of each situation.

Have students record for one week specific instances where they showed a special interest in another person or another showing special interest in them, and the feeling created by this show of interest. (Students can also record instances where special interest could have been shown but WASN'T, and the results.)

References

IDECC LAP 7-268

Working at Human Relations
Chapter 3

Human Relations in Business
Chapter 3

Human Relations in Marketing
Chapter 2

Selling Principles and Practices - Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

295
Accept criticism and turn it into a character-building element.

OTHER CLUSTER COMPETENCIES:

268
274
286
287
316
325

Suggested Learning Activities

Give a presentation on how to accept and use criticism to build character. Have students cite examples of times they were criticized and how they reacted to the criticism.

Have students write a brief paper in which they explain the three steps necessary for accepting criticism and turning it into a helpful tool for building character.

Provide students with a list of examples in which supervisors are criticizing employees. Have students either write replies to the criticisms or discuss each situation in class.

Have students cite examples of when they were the sender or receiver of criticism or witnessed others receiving or giving criticism. List on a blackboard or transparency the methods cited of giving AND receiving criticism, and discuss any means of improving these methods.

References

IDECC LAP 13-295

Retailing Principles and Practices - Part 39

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

316
Be aware that an employee must be willing to accept and adjust to change.

OTHER CLUSTER COMPETENCIES:

268
274
286
287
295
325

Suggested Learning Activities

Lead a class discussion about the various changes--physical, mental, and emotional--that a person goes through in his/her lifetime, leading into the types of changes a person may expect to encounter on the job.

Provide students with handouts listing these questions:
"Thinking back over the past five years of your life-- 1) What major changes have occurred?
2) How did you react to these changes?
3) Why did you react as you did?
4) Did you accept or reject these changes when they occurred?"
Students can either write their answers or just think about them.

Explain how to adjust to change using these six steps: 1) Recognize the change
2) Understand why the change is necessary
3) Develop willingness to accept the change
4) Accept the change
5) Adjust to the change
6) Anticipate future changes.
Have students recall and give instances where they were subjected to changes at work and how they adjusted to them.

Have students write a brief essay entitled "Why an employee must be willing to accept and adjust to change."

References

IDECC LAP 14-316

Practical Human Relations
Chapter 16

Human Relations in Marketing
Chapter 3

Fundamentals of Selling
Page 83

Human Relations in Business
Chapter 1

Management-Minded Supervision
Chapter 4

Supervision: Principles of Professional Management
Chapter 18

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

274
Realize that a positive attitude is usually reflected in one's work.

OTHER CLUSTER COMPETENCIES:

268
286
287
295
316
325

Suggested Learning Activities

Give students a list of typical employee comments about work, and have them identify those that indicate positive attitudes. Discuss each "negative" comment and why it is important to maintain a positive attitude toward work.

Have students make two columns on a sheet of paper. In one column, they should list ten things they LIKE to do. In the second column, they should list ten things they HATE to do, and determine WHY they dislike doing these things. Then, discuss the relationship between liking or having a positive attitude toward something and doing it well.

Have students brainstorm a list of positive qualities desirable in employees. Then, have them record observations of salespeople and other business employees over a period of two weeks to determine if a positive (or negative) attitude is reflected by their work.

References

IDECC LAP 17-274

General Merchandise Retailing
Chapter 4

Human Relations in Marketing
Chapter 3

Human Relations in Business
Chapter 2

What Every Supervisor Should Know - Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

325
Be willing to accept and put into practice the planned policies and procedures of management.

OTHER CLUSTER COMPETENCIES:

268
274
286
287
295
316

Suggested Learning Activities

Have students identify ten policies that are common personnel policies in most service businesses. On paper, have them explain each policy and how it benefits the business, employees, and/or customers.

Divide students into small groups and have members of each group pretend they are writing a policy manual for their business. Each group should elect a "recorder" and "owner." The recorder will write each policy and explanation the group determines necessary, and the owner will make a presentation to other students, pretending they are business employees. Other group members should be prepared to defend any policy questioned by business "employees."

Have students write a brief essay on the importance of written policies and procedures and why employees should accept and comply with the policies and procedures set forth by management.

References

IDECC LAP 44-325

Retail Selling
Chapter 6

Retailing Principles and Practices - Part 4

Fundamentals of Selling
Chapter 7, A

Human Relations in Business
Chapter 3

Human Relations in Marketing
Chapters 6 and 7

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

287
Represent the business favorably to customers and outside business associates.

OTHER CLUSTER COMPETENCIES:

268
274
286
295
316
325

Suggested Learning Activities

Discuss with students what information and attitudes employees must possess in order to favorably represent their business to others. (Include knowledge of the business' history; philosophies of the business; goals of the business; knowledge of specific employee responsibilities and proper procedures; possessing a positive attitude; and skill in human relations, communications, and good grooming.)

Provide case studies where employees represent their business either favorably or unfavorably. Discuss each situation with students, and what could be done to improve unfavorable representation and how this hurts sales, human relations, and the image of the business and its employees.

References

IDECC LAP 30-287

Human Relations in Marketing
Chapter 4

Retail Selling
Chapter 8

Salesmanship Fundamentals
Chapter 22

Selling Principles and Practices - Chapter 22

Human Relations

Cluster Instructional Objective:

GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO HANDLE PROBLEM SITUATIONS.

What Does the Competent Marketing Employee Do?

284
Maintain an objective point of view in problem situations.

OTHER CLUSTER COMPETENCIES:

294

Suggested Learning Activities

Discuss with students WHAT is meant by an objective point of view, WHY it is important to maintain an objective point of view, and WAYS to maintain an objective point of view.

Divide students into pairs and have each pair plan and present a role-playing situation, showing the effects of maintaining (or NOT maintaining) an objective point of view in problem situations. Discuss each situation and how it was handled (or SHOULD have been handled).

Provide case studies dealing with problem situations and the effects of maintaining (or NOT maintaining) an objective point of view toward human relations, sales, and the image of the employee and the business.

References

IDECC LAP 12-284

Working at Human Relations
Chapters 7, 14

Communications in Marketing
Chapter 2

Human Relations in Marketing
Chapter 5

Human Relations in Business
Chapter 6

Human Relations

Cluster Instructional Objective:

GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO HANDLE PROBLEM SITUATIONS.

What Does the Competent Marketing Employee Do?

294
Exercise self-control during trying situations.

OTHER CLUSTER COMPETENCIES:

284

Suggested Learning Activities

Have students write their answers on paper as you read the following questions:
1) WHEN was the last time you lost self-control?
2) WHAT did you do or say?
3) WHY did you lose control?
4) What were the EFFECTS of your actions?
5) HOW could you have maintained self-control in this situation?

Discuss the meaning of self-control, and have students brainstorm a list of constructive ways to exercise self-control in trying situations.

Let students take turns playing a customer or business employee in role-playing situations. Plan events for each customer designed to make the employee lose control. Unaware of what will happen, the employee must handle the situation effectively, without losing his/her self-control.

Provide case studies involving situations in which business employees must exercise self-control in trying situations. Discuss each case study. Then, ask students to cite instances where they have witnessed experienced salespeople or other business employees exercising self-control to handle difficult situations.

References

IDECC LAP 9-294

Working at Human Relations
Chapter 5

Human Relations in Marketing
Chapter 2

Human Relations in Business
Chapter 3

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE INITIATIVE AND CREATIVITY ON THE JOB.

What Does the Competent Marketing Employee Do?

296
Demonstrate initiative and creativity.

OTHER CLUSTER COMPETENCIES:

317

Suggested Learning Activities

Have students write a definition of "creativity" (in their own words) on a sheet of paper. Below this definition, have them write the dictionary definition of "creativity." On the reverse side, have them list the ways that they do or could show creativity in their current jobs (or a job related to their career objective).

Lecture and discuss with students the five phases of the creative process:

1) A recognized need or problem
2) Knowledge
3) Creative thought
4) Action
5) Problem solution or need satisfier.

Lead a class discussion on how initiative and creativity are instrumental in job success and promotion. Provide case problems where initiative should be shown for students to prepare written solutions or suggested actions.

References

IDECC LAP 10-296

Human Relations in Business
Chapter 4

Human Relations in Marketing
Chapter 3

Fundamentals of Selling
Chapter 3, C

Retail Merchandising
Chapter 19, E

Selling Principles and Practices - Chapter 4

Selling
Chapter 13

Supervision: Principles of Professional Management
Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE INITIATIVE AND CREATIVITY ON THE JOB.

What Does the Competent Marketing Employee Do?

317
Be willing to perform tasks in addition to one's job responsibilities when situation necessitates.

OTHER CLUSTER COMPETENCIES:

296

Suggested Learning Activities

Discuss with students why it is sometimes necessary to perform additional tasks or assume another person's responsibilities on the job. Ask students to cite personal examples of instances where they have done so.

Have students participate in role-playing situations in which they must demonstrate initiative and/or the willingness to perform extra duties when necessary.

Given a list of situations that could occur on the job, have students prepare written responses as to how the employee could demonstrate initiative in each situation.

References

IDECC LAP 9-317

Human Relations in Business
Chapter 4

Human Relations in Marketing
Chapter 3

Retail Selling
Page 99

Retailing Principles and Practices - Part 21

Fundamentals of Selling
Chapter 3, C

Retail Merchandising
Chapter 19, E

Human Relations

Cluster Instructional Objective:

GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE DIFFERENT TYPES OF CUSTOMERS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
280 Know the ways to effectively handle difficult customers.	Give a presentation on the types of behavior or attitudes "difficult" customers often demonstrate, and effective ways to handle these customers.	IDECC LAP 28-280 Working at Human Relations Chapters 5, 6, 7
	Invite the personnel manager or customer service manager of a local store to speak to the class on how their employees are trained to handle difficult customers.	Human Relations in Business Chapter 5 Fundamentals of Selling Chapter 9, E
	Have students cite examples of how they have handled difficult customers at work and/or have witnessed experienced salespeople handling difficult customers.	Retail Selling Chapter 23 Selling Principles and Practices - Chapter 4
OTHER CLUSTER COMPETENCIES: 288	Divide students into pairs and have each pair plan and present a role-playing situation in which a salesperson must deal with a difficult customer. Discuss each situation and how it was handled.	Selling Today Chapter 15 Principles of Creative Selling - Chapter 16 Selling Chapter 11

Human Relations

Cluster Instructional Objective:

GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE DIFFERENT TYPES OF CUSTOMERS.

What Does the Competent Marketing Employee Do?

288
Adapt to the personality and needs of customers.

OTHER CLUSTER COMPETENCIES:

280

Suggested Learning Activities

Invite an experienced salesperson to speak to the class on how to interpret and successfully adapt to the personalities and needs of customers.

Have each student participate in a role-playing situation in which the student acts as a salesperson and you act as either
1) an indecisive customer
2) an agressive, know-it-all customer
3) a customer in a terrible hurry
or other customer types. Have the other students evaluate the "salesperson's" ability to adapt to the personality and needs of each customer type.

Develop (with students) a rating sheet to judge a salesperson's selling effectiveness, including the ability to adapt to the personality and needs of customers. Have students complete a sheet after each purchase they make over the next two weeks. Discuss the results and how salespeople could improve their effectiveness, if needed.

References

IDECC LAP 29-288

Marketing and Distribution
Chapters 7, 8

Retail Merchandising
Chapter 11

Fundamentals of Selling
Chapter 4

Retail Selling
Chapters 18, 19, 20, 21

Salesmanship Fundamentals
Chapters 10, 12 - 16

Retailing Principles and Practices - Units 3, 8

Selling Today
Section 4

Human Relations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF A SUPERVISOR SETTING A PROPER EXAMPLE FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?

318
Believe that a supervisor should set an example of personal work habits and character which employees can emulate.

Suggested Learning Activities

Lead a class discussion in which students tell what characteristics and work habits they would expect their supervisors to possess and that they would want to emulate as employees.

Divide students into small groups and have each group brainstorm a list of good work habits and a list of desirable character traits that a supervisor should possess in order to set a good example for his/her employees. Groups should then share their ideas.

References

IDECC LAP 53-318

Supervision: Principles of Professional Management
Chapter 1

Supervision: The Direction of People at Work - Chapter 4

Practical Human Relations
Chapter 7

Supervisory Management
Chapters 1, 14

Supervision: Concepts and Practices of Management
Chapter 1

Marketing/Economics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE ORGANIZATION OF A BUSINESS. INCLUDING THE FUNCTIONS OF EACH LEVEL OF MANAGEMENT.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1020 Understand the organization of a business and the functions of management.	Obtain sample organizational charts of large businesses. Have students study them to note the business organization, chain of command--who reports to whom, etc. Lead a class discussion regarding the functions of management. Students can report the functions of management positions at their training stations. Also, discuss the chain of command and why it is important for employees to follow. Have students read the material in one or more of the resources and outline the functions of management. Have students prepare an organizational chart of their training station and write a brief paper explaining how the organization works for the business and the functions of each management position.	Supervision: The Direction of People at Work Chapter 2 Elements of Business Chapter 4 Business Principles and Management - Chapters 24, 25 Modern Business - Chapter 4 Principles of Modern Management - Chapter 1

Marketing/Economics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE HOW LAWS, REGULATIONS, AND GOVERNMENT AGENCIES CAN AFFECT A BUSINESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1021 Demonstrate an understanding of the effects of laws, regulations, and government agencies on business organizations.	Divide students into small groups. From the standpoint of their observations or readings, have students brainstorm a list of implications that laws, regulations, and government agencies have on businesses. Then, have groups share their ideas in a class discussion. Invite a business representative and/or government agency representative to speak to the class on how laws and regulations affect a business. Schedule and show a film about business laws and regulations and their implications on business operations.	Modern Business Chapters 2, 21 Business Principles and Management - Chapter 4 Elements of Business Chapters 2, 18

Management

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL EFFECTIVELY PLAN AND ORGANIZE WORK.

What Does the Competent Marketing Employee Do?

723
Skill in planning and organizing work.

OTHER CLUSTER COMPETENCIES:

695

Suggested Learning Activities

Invite a local business manager or supervisor to speak to the class on principles to follow when planning and organizing work for a business.

Conduct a class discussion on the principles to follow when planning and organizing work. Write points on a blackboard or transparency as they come up in the discussion.

Give students examples of business situations and have them organize the work and schedule employees accordingly. A written report should be turned in for evaluation and discussion.

References

IDECC LAP 17-723

Fundamentals of Selling
Chapter 11, B

Retail Merchandising
Chapter 18, E

Learning Experiences in Retailing - Chapter 5

Salesmanship Fundamentals
Chapter 20

Management-Minded Supervision
Chapter 11

Business Principles and Management - Chapter 24

Management

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL EFFECTIVELY PLAN AND ORGANIZE WORK.

What Does the Competent Marketing Employee Do?

695
Ability to determine in various situations the most efficient way to get the job accomplished.

OTHER CLUSTER COMPETENCIES:

723

Suggested Learning Activities

Invite a local business manager or supervisor to speak to the class on the topic "Techniques for Maximizing Employee Efficiency." Students should take notes for further class discussion.

Provide case problems regarding conflicts or situations which may occur in business settings. Students should make written recommendations for improving job efficiency or resolving the conflict presented in the problem. The instructor should evaluate papers, then conducct a class discussion about the various solutions proposed for the case problems.

Have students conduct a mini-time-and-motion study. Students should log activities both on and off the job for three days to determine if time and effort are being wasted, and how to improve performance.

References

IDECC LAP 17-695

Fundamentals of Selling
Chapter 11, B

Retail Merchandising
Chapter 18, E

Learning Experiences in Retailing - Chapter 5

Salesmanship Fundamentals
Chapter 20

Management-Minded Supervision
Chapters 11, 14

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?

754
Know that special customer services and accomodations build customer goodwill and help increase sales.

OTHER CLUSTER COMPETENCIES:

787

Suggested Learning Activities

After reading selected references, have students identify ten customer services, indicate whether each is a goodwill supporting service or increased sales supporting service, and why.

Divide students into small groups. Each group should visit five local businesses to identify the services offered by each business and whether each is a goodwill supporting service or increased sales supporting service, sharing its findings with the class.

Have each student interview five shoppers to determine the extent that customer services influence their shopping habits and businesses' images.

References

IDECC LAP 27-754

Retail Selling
Chapter 30

Retail Merchandising
Chapters 5, 6

Fundamentals of Selling
Chapter 7, D

Marketing and Distribution
Unit 10

Customer Services

Selling Today
Chapter 17

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?

787
Attitude that established methods should be constantly questioned and new ideas incorporated to improve service to the customer.

OTHER CLUSTER COMPETENCIES:

754

Suggested Learning Activities

Lead a class discussion in which you discuss points that should be considered when evaluating a customer service, writing each point on a blackboard or transparency as it comes up in the discussion. Students should list these points and use them to evaluate a service at their training stations or local businesses.

Have students identify a distributive type of business, then develop a list of factors to consider when evaluating a customer service. Using the forms they develop, students should apply them to a specific customer service offered by their training stations or local businesses for evaluation.

Provide students with a handout of these questions:
1) What is the service in question?
2) On what terms is the service available?
3) How much does the service cost?
4) Who uses the service?
5) What purpose does it serve?

Arrange for students to interview a local business manager to answer the questions about a particular service his/her business provides.

References

IDECC LAP 27-787

Selling Today
Chapter 17

Fundamentals of Selling
Chapter 7, D

Retail Selling
Chapter 30

Retail Merchandising
Chapters 5, 6

Marketing and Distribution
Unit 10

Customer Services

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF POLICY-MAKING TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?

749
Attitude that management, supervisors, and employees require a framework of policies and procedures within which to operate.

OTHER CLUSTER COMPETENCIES:

743
758

Suggested Learning Activities

Secure copies of policy manuals from several local businesses. Have students study the manuals and participate in a class discussion on why written policies and procedures are important in a business organization.

Invite a local business manager to speak to the class on policy-making, establishing rules and procedures of operation, and the importance of having such a framework within which to operate.

Have each student identify ten activities necessary to operate his/her training station or a local business. For each activity, students should formulate a policy which the business should use in carrying out the activity. Papers should be evaluated and returned for a class discussion.

References

IDECC LAP 3-749

Retail Selling
Chapter 6

Retailing Principles and Practices - Part 20

Salesmanship Fundamentals
Chapter 22

Learning Experiences in Retailing - Chapter 5

What Every Supervisor Should Know - Chapter 9

Business Principles and Management - Chapter 24

Supervision: Principles of Professional Management
Chapter 8

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF POLICY-MAKING TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?

758
Awareness that a personnel organization enables the policies of a business to be carried out and enables each person employed to make a contribution to its successful operation.

OTHER CLUSTER COMPETENCIES:

743
749

Suggested Learning Activities

Lecture to the students on the importance of personnel organization in a large firm, and how the organization enables policies to be carried out and how each employee contributes to the successful operation of the business.

Obtain sample organizational charts of local businesses. Have students study them to see the chain of command, delegation of duties, etc.

Have the students write a brief essay on the purpose and importance of personnel organization to a business.

References

IDECC LAP 1-758

Practical Human Relations
Section 3

Retailing Principles and Practices - Part 20

Salesmanship Fundamentals
Chapter 22

Learning Experiences in Retailing - Chapter 5

Business Principles and Management - Chapter 24

What Every Supervisor Should Know - Chapter 9

Supervision: Principles of Professional Management
Chapter 8

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF POLICY-MAKING TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?

743
Believe that there should be a constant and intelligent effort on the part of management to be absolutely fair in all policies and practices.

OTHER CLUSTER COMPETENCIES:

749
758

153

Suggested Learning Activities

Discuss with students policies used by business management dealing with employee fairness, such as employment policies, promotion policies, layoff or dismissal policies, employee evaluation policies, delegation of duties and/or authority, and policies regarding personal leave, fringe benefits, etc.

Invite a local business manager to speak to the class on the topic "Why Employer Fairness is Important to the Total Operation of a Business."

Divide students into small groups and have each group develop an "employee fairness questionnaire" that lists questions a manager might ask business employees to determine job satisfaction.

References

IDECC LAP 3-743

Practical Human Relations
Sections 4, 5

Supervision: The Direction of People at Work - Part 3

Management-Minded Supervision
Part 2

Supervision: Principles of Professional Management
Part 3

What Every Supervisor Should Know - Parts 2, 3

154

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF PROPER ORIENTATION AND TRAINING OF BUSINESS EMPLOYEES.

What Does the Competent Marketing Employee Do?

691
Ability to make job orientation for new employees friendly, skillful, and adequate.

OTHER CLUSTER COMPETENCIES:

1225

Suggested Learning Activities

Obtain and show a film regarding the orientation and training of employees. Afterward, students should discuss how the film applies to training employees in their particular business interests.

Divide students into small groups and have each group brainstorm a list of recommendations for a job orientation and training program for business employees that will assure friendly, skillful and adequate training. Afterwards, groups should share their ideas in a class discussion.

Have each student choose an entry position in a particular type of business and develop a step-by-step plan of orientation for a new employee. Then, students should describe later training the employee might need and how the training should be given. (This project should last over a 2-3 week period to give students time to research their work.)

References

IDECC LAP 9-691

Supervision: The Direction of People at Work - Chapter 17

What Every Supervisor Should Know - Chapter 14

Management-Minded Supervision Chapter 8

Supervision: Principles of Professional Management Chapter 11

Business Principles and Management - Chapter 21

Supervision: Concepts and Practices of Management Chapter 13

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF PROPER ORIENTATION AND TRAINING OF BUSINESS EMPLOYEES.

What Does the Competent Marketing Employee Do?

1225
Attitude that employees must be continuously informed of new services, processes, or trends through individual or group training.

OTHER CLUSTER COMPETENCIES:

691
789

Suggested Learning Activities

After reading selected references, have students write a brief essay on the importance of keeping informed of business developments, identifying at least ten sources from which a business employee could obtain continuous information about new services, processes, or trends.

Have students interview three to five business employees to determine how they keep informed of new services, processes, and trends, and how they use this knowledge in serving the business and its customers. Students should prepare a report to share with the class.

Assign each student a different service or process on which to secure all available information. Students should prepare a report about the service or process and their sources of information.

References

Salesmanship Fundamentals
Chapter 9

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Learning Experiences in Retailing - Chapters 9, 10

Management-Minded Supervision
Chapter 8

Supervision: The Direction of People at Work - Chapter 18

Supervisory Management
Chapter 11

Supervision: Concepts and Practices of Management
Chapter 13

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF PROPER ORIENTATION AND TRAINING OF BUSINESS EMPLOYEES.

What Does the Competent Marketing Employee Do?

789
Attitude that in order to be prepared for future management responsibilities, trainees must be willing to work and train in various capacities within the

OTHER CLUSTER COMPETENCIES:

691
1225

Suggested Learning Activities

Invite a guest speaker from a national business chain to speak to the class on the chain's management trainee programs--the qualifications one needs to enter the program and the steps one follows through the course of the program.

Invite a guest speaker from a small independent business to speak to the class on how informal management training is conducted at his/her business.

Have the students find out about the advancement procedures and management training at their training stations, and share their findings with the class.

References

IDECC LAP 13-789

Retailing Management
Chapter 17

Retail Business Management
Chapter 9

Business Principles and Management - Chapter 20

Small Business Management
Chapter 15

Learning Experiences in Retailing - Chapter 6

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SATISFACTORY WORKING CONDITIONS FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?

744
Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.

OTHER CLUSTER COMPETENCIES:

740
782

Suggested Learning Activities

Lead a class discussion on how work provides a satisfying social experience for student employees, males and females, minority and majority groups, and various financial classes.

Have students write a brief essay on the topic "The advantages of work over unemployment."

Have students interview five business employees to determine why they work and what factors serve to motivate them in their work.

Divide students into small groups and let each group develop a "Job Satisfaction Questionnaire" that managers might use to determine if business employees are happy with their jobs.

References

IDECC LAP 14-744

Practical Human Relations
Section 4

Business Principles and Management - Chapter 20

Small Business Management
Chapter 15

Principles of Small Business Management - Chapter 20

Retailing Principles and Practices - Part 38

Supervision: The Direction of People at Work - Chapter 12

Management-Minded Supervision
Part 2

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SATISFACTORY WORKING CONDITIONS FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?

740
Attitude that each employee should be made to feel his/her efforts are really appreciated.

OTHER CLUSTER COMPETENCIES:

744
782

Suggested Learning Activities

Provide a handout listing ways an employer can motivate employees and show appreciation for their efforts. Have students devise examples of ways each item listed can be carried out, preparing a report to share in a class discussion.

Provide case studies regarding employee morale and motivation for students to read and discuss.

Divide students into small groups and let each group prepare a role-playing situation regarding employee morale and motivation to present to the class.

References

IDECC LAP 14-740

Business Principles and Management - Chapter 20

Small Business Management Chapter 15

Principles of Small Business Management - Chapter 20

Retailing Principles and Practices - Part 38

Management-Minded Supervision Chapters 6, 7

Supervision: The Direction of People at Work - Part 2

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SATISFACTORY WORKING CONDITIONS FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?

782
Believe that careful scheduling and organization of workloads can help maintain high employee morale and job performance.

OTHER CLUSTER COMPETENCIES:

740
744

Suggested Learning Activities

Discuss with students how careful scheduling and handling of employee workloads can help stimulate employee morale and increase job performance. Include such topics as 24-hour workdays, rotation of shifts, fairness in scheduling employees, overtime, scheduling vacations, etc.

Have students compare the various employee scheduling and workload assignment methods used by their training stations. Students should cite examples of problems that can result from unfair policies or poor planning.

References

IDECC LAP 14-782

What Every Supervisor Should Know - Chapter 26

Supervision: Principles of Professional Management Chapter 10

Principles of Modern Management - Chapter 9

Practical Human Relations Chapter 12

Supervisory Management Chapter 7

Supervision: Concepts and Practices of Management Chapter 8

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE A PROPER PROCEDURE FOR EVALUATING EMPLOYEES.

What Does the Competent Marketing Employee Do?

610
Know the business' procedures for evaluating employees.

OTHER CLUSTER COMPETENCIES:

729

Suggested Learning Activities

Obtain and show a management film dealing with employee appraisal. A discussion of the points presented by the film should follow.

Invite a business representative experienced in the area of employee appraisal to speak to the class and

1) recommend the employee qualities to be evaluated,
2) recommend the type of evaluation form to be used,
3) recommend the procedures to be followed in making the evaluation,
4) recommend how the completed evaluation should be used.

Divide students into small groups and have each group plan a step-by-step employee evaluation process, including the design of an employee evaluation form. A spokesperson should be elected from each group to present the form to the class and explain how it should be used, along with other steps in the group's evaluation process.

References

IDECC LAP 12-610

What Every Supervisor Should Know - Chapters 11, 12

Supervision: The Direction of People at Work - Chapter 13

Practical Human Relations Chapter 14

Supervision: Principles of Professional Management Chapter 11

Principles of Modern Management Chapter 10

Business Principles and Management - Chapter 21

Supervisory Management Chapter 12

Supervision: Concepts and Practices of Management Chapter 14

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE A PROPER PROCEDURE FOR EVALUATING EMPLOYEES.

What Does the Competent Marketing Employee Do?

729
Ability to tactfully identify mistakes employees have made and help them constructively correct them.

OTHER CLUSTER COMPETENCIES:

610

Suggested Learning Activities

Provide case studies regarding employee problems. Students should either explain how they would handle the problem and correct it on paper or offer their suggestions orally in a class discussion.

Invite a business representative experienced in the area of employee appraisal to speak to the class on the topic "Recognizing Employee Mistakes and Correcting Them Constructively."

References

IDECC LAP 12-729

What Every Supervisor Should Know - Chapters 11, 12

Supervision: The Direction of People at Work
Chapters 13, 14

Management-Minded Supervision
Chapter 9

Supervision: Principles of Professional Management
Chapter 11

Supervisory Management
Chapters 12, 13

Supervision: Concepts and Practices of Management
Chapter 14

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO IDENTIFY SIX INTANGIBLE FACTORS AND DESCRIBE HOW THEY MAY INFLUENCE BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
674 Know the intangibles of business, such as human relations factors and innovations, which may influence business.	Invite a business representative to speak to the class on the impact of intangible factors on business. Students should have questions prepared to ask the speaker. Provide case studies involving business intangibles and their impact on business success for students to read and discuss. Have selected students interview a business manager regarding intangible factors and how they affect business success, preparing specific questions in advance. Students should share their findings in a class discussion.	IDECC LAP 19-674 Marketing in Action Chapter 3 Modern Business Part 5 Business Principles and Management - Chapters 2, 3

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO ACCURATELY ADD COLUMNS OF FIGURES.

What Does the Competent Marketing Employee Do?

358
Add columns of figures with facility.

Suggested Learning Activities

Give students a marketing math pre-test to determine if students have any special problems with column addition. If necessary, give them problems in column addition, including dollar figures representing sample sales.

Give students problems in which they must add horizontally, adding the numbers in their heads and only writing the totals.

Give students grocery adding machine tapes to add manually.

Continue with adding problem practice as necessary.

References

IDECC LAP 1-358

Marketing Math
Learning Activities 1 - 7

Mathematics in Marketing
Chapter 1

Business Math/30
Skill Builders 2a, 2b, 3b

Basic Business Mathematics
Unit 1

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO ACCURATELY MULTIPLY AND EXTEND FIGURES.

What Does the Competent Marketing Employee Do?

357
Multiply and extend figures with facility.

Suggested Learning Activities

Give students a marketing math pre-test to determine if students have any special problems with multiplication. If necessary, give students sheets of multiplication problems to work, including decimals.

Provide partially completed paycheck stubs. Have students compute wages and deductions, then verify with net pay figure given.

Continue with multiplication problem practice as necessary.

References

IDECC LAP 2-357

Basic Business Mathematics
Unit 2

Business Math/30
Skill Builders 7 & 8

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO ACCURATELY USE AND TRANSLATE PERCENTAGES.

What Does the Competent Marketing Employee Do?

377
Use and translate percentages with facility.

Suggested Learning Activities

Give students a pre-test to determine if they have any special problems with percentages. If necessary, give students sheets of problems that deal with percentages, including translating percentages into decimals and fractions.

Continue percentage problem practice as necessary.

References

IDECC LAP 6-377

Marketing Math
Learning activities 30, 31

Basic Business Mathematics
Unit 8

Business Math/30
Skill builders 18 & 19

Today's Business Math
Section B

Mathematics

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO ACCURATELY COMPUTE SALES TAX.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
360 Read and interpret self-computing scales* that speed up mathematical procedures. (*such as tax computation charts)	Give students lists of sales to be added and then compute the sales tax without aid of tax charts.	IDECC LAP 18-360 IDECC LAP 18-362
362 Compute local, state, and federal taxes which must be applied to sales.	Provide copies of the Illinois State Tax Collection Schedule. Give sheets of sales totals and have students find the appropriate tax amounts.	Marketing Math Section 4, pages 112-115
	Continue tax problems practice as necessary.	Mathematics in Marketing Chapter 2
		Retail Selling Chapter 10

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO ACCURATELY COMPUTE CUSTOMER SALES.

What Does the Competent Marketing Employee Do?

374
Accurately calculate the exact amount of a customer's purchase.

Suggested Learning Activities

Provide blank sales check forms. Have students complete sales checks with sales information given in paragraph form, adding each purchase and computing sales tax and total sale.

Have students make up sample customer sales situations. Then, have students exchange problems and calculate the total amount due, correctly filling out the sales checks. Check students' work for accuracy.

Continue problem practice in calculating the amount of customer sales as necessary.

References

IDECC LAP 10-374

Mathematics in Marketing
Chapter 2

Marketing Math
Section 4

Retail Selling
Chapter 11

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO CORRECTLY MAKE CHANGE AND USE THE CASH REGISTER.

What Does the Competent Marketing Employee Do?

386
Make change quickly and accurately.

OTHER CLUSTER COMPETENCIES:

1701

Suggested Learning Activities

Give a presentation on how to make change using the count-up method. Assuming your cash register does not tell you how much change is due, use play money to demonstrate how you would make change using the count-up method. Then reverse, and let students make change.

Construct problems giving the total customer purchase, and the amount the customer pays. Have students determine the total amount of change to be given back, and the number of each coin or bill, using the least number possible in each situation.

References

IDECC LAP 13-386

The Cashier - Chapter 3

Checker-Cashier - Section 7

Mathematics in Marketing
Chapter 3

Marketing Math - Section 4

Retailing Principles and Practices - Part 28

Retail Merchandising
Chapter 12, A

Retail Selling
Chapters 12, 13, 14

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO CORRECTLY MAKE CHANGE AND USE THE CASH REGISTER.

What Does the Competent Marketing Employee Do?

1701
Use the cash register properly.

OTHER CLUSTER COMPETENCIES:

386

Suggested Learning Activities

Show transparencies or handouts of different types of cash registers, such as full-key, ten-key and point-of-sale terminals. If cash registers are available, have students practice adding a list of prices. Explain that some types of registers require only the price of the item, and some require that you punch in the stock number, department number, etc.

If a cash register is available, either at school or at their training stations, have students practice its use. If a cash register is not available, arrange for a field trip to observe and use a cash register in a business.

References

The Cashier - Chapter 3

Checker-Cashier - Section 7

Mathematics in Marketing
Chapter 3

Marketing Math - Section 4

Retailing Principles and Practices - Part 28

Retail Merchandising
Chapter 12, A

Retail Selling
Chapters 12, 13, 14

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF KEEPING PROPER RECORDS OF CASH RECEIPTS AND BANK DEPOSITS TO A BUSINESS' SUCCESS.

What Does the Competent Marketing Employee Do?

355
Maintain proper records of cash received and bank deposits to prevent losses.

Suggested Learning Activities

Discuss with students why keeping track of the cash received is one of the most important financial functions of a business, emphasizing the fact that poor recordkeeping is a major reason for the failure of so many small businesses. Show examples of common forms used in a business and how they should be completed.

Given blank sample forms and problem informational paragraphs, the students should complete the appropriate form(s) for each problem situation. Continue practice and/or discuss as necessary.

Arrange for a visit to a local accounting office or bank (or other business) and observe their procedures for maintaining proper records of cash received and bank deposits.

References

IDECC LAP 4-355

Marketing Math
Section 4

Checker-Cashier
Section 7

Retailing Principles and Practices - Part 28

Mathematics in Marketing
Chapter 3

The Cashier

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE RELATIONSHIP BETWEEN THE FIRM'S OPERATING EXPENSES, SALES, AND PROFITS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
348 Know that a service business firm's operating expenses include such expenses as payroll, promotional expenses, utilities, transportation, and supplies.	Have students listen to a guest speaker as he/she talks about a service business firm's operating expenses and how they relate to the sales of a business in the form of percentages of sales. Divide students into small groups based on occupational interest. Have students interview business owners or managers about operating expenses and controlling operating expenses. Each group will prepare a report and share its findings with the class.	IDECC LAP 21-348 Mathematics in Marketing Chapters 5 - 8 Retail Merchandising Chapter 15 Today's Business Math Unit 3

Merchandising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN WHY A BUSINESSPERSON MUST KEEP INFORMED OF COMPETITIVE CONDITIONS.

What Does the Competent Marketing Employee Do?

438
Keep informed of competitive conditions in the market area which the business serves.

Suggested Learning Activities

Divide students into pairs or small groups and have each group visit three local service businesses, compare the competitive conditions that exist between them, and prepare a report discussing these conditions and how businesses can keep informed of competitive conditions. Each group should share its report with the class.

Have students visit a local business manager and discuss how he/she keeps informed of competitive conditions and the importance of doing so. Students should share their findings with the class.

From selected readings and/or interviews, have each student prepare a short written report on the role of competition in serving customers and how businesspeople may keep informed of competitive conditions in their market areas and the industry as a whole.

References

IDECC LAP 44-438

General Merchandise Retailing
Chapter 14

Retail Merchandising
Chapter 6, A

Retailing Principles and Practices - Part 68

Salesmanship Fundamentals
Chapter 18

Selling Today
Chapter 7

Merchandising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN PRICING'S EFFECT ON CUSTOMERS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
397 Know the ways that prices psychologically affect customers.	Have students prepare a written report on psychological pricing methods and their effect on customers' buying habits. Invite a local business manager to speak to the class on how pricing may psychologically affect customers. Divide students into pairs or small groups and arrange for each group to visit a local business manager and discuss the method(s) he/she uses to set prices on the business' services and why that method is used. Each group should share its findings with the class. Have students visit five different businesses and observe the prices of the business' services to see if psychological pricing methods are being used.	IDECC LAP 39-397 Retailing Principles and Practices - Part 65 General Merchandise Retailing Chapter 14 Retail Merchandising Chapter 10

Operations

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF LEARNING AND FOLLOWING BUSINESS POLICIES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1801 Knowledge of the rules and regulations of business procedures concerning employee policies, such as lunch hours, dress regulations, tardiness and absences, personal use of the telephone, etc.	Discuss with students why management must set forth rules and regulations for employees to follow. Discuss the advantages to both employer and employees. Invite a local business representative to speak to students about common business policies and procedures and the importance of setting forth rules for employees to follow. Secure a copy of the policy manual from a local service business. Have students study the manual and answer study guide questions regarding various rules and procedures. Have each student record information regarding business hours, lunch and break periods, dress regulations, absences, and other business rules at his/her training station to discuss with the class.	Human Relations in Business Chapters 3, 4 Retailing Principles and Practices - Part 4 Retail Merchandising Chapter 5 Fundamentals of Selling Chapter 7 Retail Selling Chapter 6 Salesmanship Fundamentals Chapter 22

Operations

Cluster Instructional Objective:

IN SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DEMONSTRATE A PROPER METHOD OF HANDLING AND RECORDING CUSTOMER PAYMENTS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
600 Know how to handle and record customer payment of bills. 680 Skill in accurately handling and recording customer payment of bills.	Lecture to students on the procedures to be followed in properly handling and recording customer payment of bills, showing examples of common forms used on transparencies. Prepare and distribute handouts outlining the procedures to be followed in properly handling and recording customer payment of bills, including sample forms commonly used in the process. Invite a representative from a local business to speak to the class on his/her business' method of recording customer payments. Later, go over the main points of the speaker's presentation and discuss in class any variations that may occur in different types of businesses. Given sample credit forms and a list of transactions, students should demonstrate a proper method of handling and recording customer payment of bills. Evaluate students' work and discuss any errors, continuing practice as necessary.	IDECC LAP 19-600 IDECC LAP 19-680 Business Principles and Management - Chapter 16 Retail Selling Chapters 12, 13

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO LIST TEN DIFFERENT TYPES OF INFORMATION WHICH A BUSINESS MIGHT CHECK AS A CUSTOMER'S REFERENCES IN APPLYING FOR CREDIT.

What Does the Competent Marketing Employee Do?

596
Know how to follow through on references given by credit applicants.

Suggested Learning Activities

In a class discussion, have students list references they would use in checking on a business customer's credit application, writing each on a blackboard or transparency as it comes up in the discussion.

Invite a local business representative to speak to the class on the ways his/her business checks potential credit customers before extending credit.

Have students ask for credit applications from two different local businesses. Divide students into small groups to brainstorm the possible information a business could use from the applications to check on customers' suitability for credit.

References

IDECC LAP 18-596

Business Principles and Management - Chapter 16

Customer Services Chapter 3

Selling Today Chapter 17

Retailing Principles and Practices - Part 28

Selling Principles and Methods - Chapter 6

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE HOW PROPER MAINTENANCE OF THE BUSINESS AFFECTS CUSTOMER SALES.

26

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
750 Attitude that a well-kept store or business is a primary means of attracting and holding business.	After students have read selected references, have them write a brief essay on the advantages of a neat, well-kept store or business. Have students brainstorm a list of advantages of a neat, well-kept store or business. Write each on a blackboard or transparency as it is named and discuss. Have students interview two business managers, two salespeople, two customers, and ask them to point out what they feel are the advantages of a neat, well-kept business. Students should share their findings and compare for similarity or contrast.	IDECC LAP 1-750 Fundamentals of Selling Chapter 5, B Retail Merchandising Chapter 3, E Retail Selling Pages 68 - 71 Retailing Principles and Practices - Parts 31, 32

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN HOW CONTROLLING EXPENSES HAS A DIRECT IMPACT ON THE BUSINESS' PROFITS.

What Does the Competent Marketing Employee Do?

618
Know that seemingly small savings in some expense areas can mean a substantial gain in profits.

619
Believe that careful use of supplies will help control expenses.

Suggested Learning Activities

Divide students into small groups. Each group should develop a list of expenses and their effect on profit and then brainstorm a list of ways in which employees can help to control expenses. Groups can then share their ideas with the class.

Invite a guest speaker to explain to students the effect of expenses on business profits and how employees can help to control expenses.

Provide case studies regarding controlling of expenses for students to read and discuss. Mathematical problems can be included for students to work.

References

IDECC LAP 15-618
IDECC LAP 15-619

Retail Merchandising
Chapter 15, C

Fundamentals of Selling
Chapter 12, E

Marketing and Distribution
Unit 11

Marketing in Action
Chapter 18

Retailing Principles and Practices - Part 48

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS ACCIDENT PREVENTION AND HOW TO HANDLE ACCIDENTS AND EMERGENCIES.

What Does the Competent Marketing Employee Do?

660
Know how to take care of employees' and customers' accidents.

1164
Know the location of fire extinguishers and other emergency equipment.

Suggested Learning Activities

Invite a business representative to speak to the class on what to do when accidents occur in a business and what emergency equipment should be available in the business.

Have each student visit a local business (or training station) to determine the business' policies and recommended procedures to follow in case of customer or employee accidents, first aid procedures taught to employees, and location of emergency equipment. Students should prepare a written report for the instructor and present an oral report to the class.

Have students prepare a paper in which they list and explain:

1) the four steps to follow if a customer accident occurs,
2) the four steps to follow if an employee accident occurs,
3) first aid procedures commonly used.

References

IDECC LAP 2-660

Retail Merchandising
Chapter 4, D

Retail Selling
Page 74

What Every Supervisor Should Know - Chapter 15

Product/Service Technology

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE WHY A CONTINUOUS TRAINING AND RETRAINING PROGRAM IS DESIRABLE FOR A BUSINESS.

What Does the Competent Marketing Employee Do?

580
Believe that a continual program of training and retraining employees with service knowledge must be carried out.

Suggested Learning Activities

Have students complete an attitudinal survey regarding training and retraining programs for business employees. Afterwards, discuss with students why a continuous training program is desirable for all types of businesses.

Invite a business representative to speak to the class on the importance of training and retraining business employees with up-to-date service information.

After reading one or more of the references, have students write a brief essay on "Why a continuous training program is desirable for a business."

References

IDECC LAP 27-580

What Every Supervisor Should Know - Chapter 13

Supervision: The Direction of People at Work
Chapters 17, 18

Management-Minded Supervision
Chapter 8

Business Principles and Management - Chapter 21

Product / Service Technology

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN WHY FAMILIARITY WITH TRADE JOURNALS AND OTHER PUBLICATIONS WILL SUPPLEMENT SERVICE KNOWLEDGE.

What Does the Competent Marketing Employee Do?

581
Attitude that a familiarity with trade journals will supplement product and service knowledge as well as current business trends.

Suggested Learning Activities

Lead a class discussion on why reading trade journals and other business publications will supplement the service knowledge an employee learns on the job.

Invite a business representative to speak to the class on how trade journals and business publications helps him/her supplement service knowledge learned on the job.

Have students obtain and bring to class a copy of a trade journal or other business publication about their field of interest. After reading the publication, each student should write a paragraph explaining how it could supplement an employee's knowledge about that field of interest.

References

IDECC LAP 23-581

Selling Today
Chapter 8

What Every Supervisor Should Know - Chapter 35

Management-Minded Supervision
Chapter 2

Product/Service Technology

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO LIST AT LEAST TEN PRIVATE AND/OR GOVERNMENTAL CONSUMER PROTECTION AGENCIES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
524 Know the various agencies that give protection to the customer.	As a research project, have students develop a list of private and governmental agencies that protect customers in their buying. Invite a Better Business Bureau or Chamber of Commerce representative (or other business representative) to speak to the class on private and governmental consumer protection agencies. Schedule and show a film to the class on consumer protection agencies and how they protect customers in their buying.	IDECC LAP 31-524 Free Enterprise in the U.S. - Chapter 22 Modern Business Chapter 19 Elements of Business Chapter 18 Business Principles and Management - Chapters 2, 4

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SELLING AS AN OCCUPATION.

What Does the Competent Marketing Employee Do?

921
Believe that selling contributes to the well-being of customers.

Suggested Learning Activities

Have each student list five ways the selling process contributes to the well-being of customers. Then, students should select one and write a dialogue for a sales presentation that points out this benefit.

Have students write a brief essay on how the selling process contributes to the well-being of customers. Afterwards, have a class discussion in which students share their ideas.

Have students ask at least ten customers who have just purchased a service at a local business this question: "What personal satisfaction do you hope to realize from this sales transaction?" Students should record responses and share them in a class discussion.

References

IDECC LAP 1-921

Salesmanship Fundamentals
Chapter 1

Retail Selling
Chapter 1

Basic Selling
Chapter 1

Selling Principles and Practices - Chapter 1

Principles of Creative Selling - Chapter 1

Selling

Cluster Instructional Objective:

IN SELLING SITUATIONS, THE STUDENT WILL CONVEY AN INTEREST IN THE SERVICES (AND PRODUCTS) BEING SOLD.

100

What Does the Competent Marketing Employee Do?

922
Have a strong interest in the service (and any product) being sold.

OTHER CLUSTER COMPETENCIES:

827
919

Suggested Learning Activities

Discuss with students the importance of salespeople having a strong interest in the service (or product) they sell.

Provide case studies in which salespeople show enthusiasm or disinterest in the service they sell and the effect on customers, business image, and profits. Students should read and discuss each.

Let students give a brief sales presentation for a service of their choice. The class should evaluate each presentation for interest and enthusiasm for the service shown during the presentation.

References

IDECC LAP 35-922

Basic Selling
Chapter 5

Retail Merchandising
Chapter 11

Retail Selling
Chapters 17, 22

Fundamentals of Selling
Chapters 6, 9

Retailing Principles and Practices - Part 8

Salesmanship Fundamentals
Chapter 5

Selling

Cluster Instructional Objective:

IN SELLING SITUATIONS, THE STUDENT WILL CONVEY AN INTEREST IN THE SERVICES (AND PRODUCTS) BEING SOLD.

What Does the Competent Marketing Employee Do?

919
Feel that the customer needs the service or product being offered.

OTHER CLUSTER COMPETENCIES:

827
922

Suggested Learning Activities

Divide students into groups according to service interest. Have each group brainstorm a list of possible buying motives customers might have when they go to purchase its particular service.

Have students choose a service they are interested in and write a brief essay in which they explain why customers need the service.

Divide students into debate teams and let them debate the usefulness of several services provided by businesses to customers.

References

IDECC LAP 7-919

Basic Selling
Chapter 5

Fundamentals of Selling
Chapters 6, 9

Salesmanship Fundamentals
Chapter 5

Retail Merchandising
Chapter 11

Retail Selling
Chapters 17, 22

Retailing Principles and Practices - Part 8

Selling

Cluster Instructional Objective:

IN SELLING SITUATIONS, THE STUDENT WILL CONVEY AN INTEREST IN THE SERVICES (AND PRODUCTS) BEING SOLD.

What Does the Competent Marketing Employee Do?

827
Know the selling features of services (and products) offered.

OTHER CLUSTER COMPETENCIES:

919
922

Suggested Learning Activities

Lead a class discussion or invite a guest speaker to talk to the class about the importance of knowledge of the selling features of services (and products) that the business handles.

Have each student select a service and list all the selling features of that service. Students should explain why each feature is important to the salesperson selling that service.

At their next service purchase, have students observe what selling features the salesperson gives them about the service. Students should write up the sales as it took place, list the selling features brought out in the salesperson's presentation, and determine whether or not the salesperson was adequately informed about the service.

References

IDECC LAP 34-827

Salesmanship Fundamentals
Chapter 9

Basic Selling
Chapter 4

The Retail Salesperson
Chapter 4

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Selling Today
Chapter 8

Principles of Creative Selling - Chapter 7

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE SUCCESS OF A BUSINESS.

What Does the Competent Marketing Employee Do?

936
Realize that today's customer chooses the business where shopping conditions are most pleasant.

OTHER CLUSTER COMPETENCIES:

828
880
957

Suggested Learning Activities

Have students brainstorm a list of business characteristics that contribute to pleasant shopping conditions, writing each on a blackboard or transparency. In a second column, list those characteristics that could result in unpleasant shopping conditions.

Utilizing the characteristics named above, develop a checklist for students to use when visiting at least five businesses to rate their shopping conditions. Students should discuss their findings in class.

References

IDECC LAP 5-936

Fundamentals of Selling
Chapters 4, B, C, D

Retail Merchandising
Chapter 3, E

Retailing Principles and Practices - Part 23

Creative Selling
Chapter 3

Retail Selling
Chapters 19, 30

Selling Principles and Practices - Chapter 8

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE SUCCESS OF A BUSINESS.

What Does the Competent Marketing Employee Do?

957
Attitude that one should give the best customer service with the customer always first in mind.

OTHER CLUSTER COMPETENCIES:

828
880
936

Suggested Learning Activities

Discuss with students the importance of always keeping the customer first in mind in all types of business situations. Discuss examples of situations and alternative solutions.

Given business situations regarding customer service and three alternative solutions, students should check the solution they consider most appropriate, then justify their decision, in writing, below each situation.

References

IDECC LAP 6-957

Customer Services

Retail Selling
Chapter 8, D

Retail Merchandising
Chapter 5

Fundamentals of Selling
Chapter 7

Retailing Principles and Practices - Parts 31, 59

Selling Today
Chapters 6, 17

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE SUCCESS OF A BUSINESS.

What Does the Competent Marketing Employee Do?

828
Realize that customer loyalty can be built with friendly service.

OTHER CLUSTER COMPETENCIES:

880
936
957

Suggested Learning Activities

Ask students to write the following terms in two columns on a sheet of paper: customer loyalty and friendly service. Below each term, have students identify business characteristics and/or personnel traits that are needed to accomplish each.

Have students write a brief essay on "How customer loyalty can be built with friendly service." Evaluate responses and share in a class discussion.

Invite a local business manager to speak to the class on the ways that customer loyalty can be built and common problems in retaining customer loyalty.

Have students select two businesses in the community (with which they are familiar) that they think offer friendly service. Students should write a description of the service each business provides and other good qualities they feel the business and/or its personnel possess.

References

IDECC LAP 47-828

The Retail Salesperson
Chapter 1

Basic Selling
Chapter 9

Retail Merchandising
Chapter 5

Retail Selling
Chapter 30

Human Relations in Business - Chapter 5

Selling Today
Chapters 6, 17

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE SUCCESS OF A BUSINESS.

What Does the Competent Marketing Employee Do?

880
Treat customers with courtesy even though they don't buy in the hope that they will return to buy at a future date.

OTHER CLUSTER COMPETENCIES:

828
936
957

Suggested Learning Activities

Discuss with students how a salesperson can use courtesy in selling 1) when approaching the customer, 2) during the sales presentation, and 3) in attempting to build goodwill for the business. Discuss how a salesperson must remain courteous to a customer who doesn't buy in order to encourage the customer to return to the business.

Invite an experineced slaesperson to speak to the class on "Handling a customer who doesn't buy." The speaker should explain the different reasons why a customer may not buy and how the salesperson should handle these situations in order to encourage the customer to return to the business.

Give the students a sheet of selling situations involving the different reasons why a customer doesn't buy at a particular time. Students should prepare written responses describing how the salesperson can use courtesy to encourage the customers to return to the business at a later date.

Have students role-play the above selling situations.

References

IDECC LAP 48-880

Retail Selling
Chapters 8, 18

Retail Merchandising
Chapter 11, E

Fundamentals of Selling
Chapter 9, E

Salesmanship Fundamentals
Pages 280, 303-304

Retailing Principles and Practices - Page 80

Selling Today
Chapter 6

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE AN ABILITY TO HANDLE DIFFERENT CUSTOMER TYPES.

What Does the Competent Marketing Employee Do?

918
Realize that each customer is an "individual."

OTHER CLUSTER COMPETENCIES:

810
897

Suggested Learning Activities

Discuss with students what they should notice when studying customers, such as general appearance, age, facial expression, manners, actions, and conversation. Also, discuss the factors that make customers different from one another, such as career interest, background, health, education, hobbies, temperament, financial status, etc.

Have students divide into small groups and discuss what differences they have noticed in customers and why customers should be treated as individuals.

Invite an experienced salesperson to speak to the class about factors for salespeople to consider when analyzing customers and the importance of recognizing each customer as an individual.

References

IDECC LAP 43-918

Practical Human Relations
Chapter 3

Selling Today
Chapters 4, 9

Retail Selling
Chapter 18

Retail Merchandising
Chapter 11

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE AN ABILITY TO HANDLE DIFFERENT CUSTOMER TYPES.

What Does the Competent Marketing Employee Do?

810
Know how to handle individual differences in customers.

OTHER CLUSTER COMPETENCIES:

897
918

Suggested Learning Activities

Discuss with students the different types of customers--how to recognize types and how they should be handled. Students can relate any experencies they have had dealing with different types of customers.

Provide case studies regarding different customer types for students to read, and discuss how the different customer types were handled.

Have students participate in role-playing situations in which they must demonstrate their ability to handle individual differences in customers.

References

IDECC LAP 43-810

Practical Human Relations
Chapter 3

Selling Today
Chapters 4, 9

Retail Selling
Chapter 18

Retail Merchandising
Chapter 11

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE AN ABILITY TO HANDLE DIFFERENT CUSTOMER TYPES.

What Does the Competent Marketing Employee Do?

897
Ability to tactfully handle difficult customers.

OTHER CLUSTER COMPETENCIES:

810
918

Suggested Learning Activities

Invite an experienced salesperson to speak to the class on how to tactfully handle difficult customers.

Develop case problems regarding sales situations involving difficult customers. Students can either propose solutions in writing and turn in for evaluation, or share their ideas orally in a class discussion.

Divide students into pairs and let each pair develop and present a role-playing situation in which a salesperson tactfully handles a difficult customer. A few pairs should show a poorly handled situation for discussion purposes.

References

IDECC LAP 43-897

Selling Today
Chapter 15

Principles of Creative Selling - Chapters 14, 16

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL SHOW A GENUINE INTEREST IN EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

862
Skill in remembering customers' names when serving them.

OTHER CLUSTER COMPETENCIES:

865
920

Suggested Learning Activities

Discuss with students these steps for remembering names:

1) Show interest - really want to remember.
2) Really observe the face - remember it with the name.
3) Get the name right and repeat it.
4) Find an association - visualize it with the outstanding characteristic you remember about each customer.
5) Review the name, visualize the face and write the name down.

Discuss why it is important for business employees to be able to remember names.

Many large corporate firms give a name-face association test to sales applicants. If possible, obtain one to give to students. If not, you can make up you own by assigning names to a page of photographs. Students are given several minutes to review the photos and names, then must match the names with the scrambled photos on another page.

References

IDECC LAP 32-862

Basic Selling
Chapter 5

Salesmanship Fundamentals
Chapter 14

Selling Today
Chapter 11

Principles of Creative Selling - Chapter 9

Selling
Chapter 4

Fundamentals of Selling
Chapter 9

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL SHOW A GENUINE INTEREST IN EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

865
Skill in remembering personal information about individual customers.

OTHER CLUSTER COMPETENCIES:

862
920

Suggested Learning Activities

Discuss with students these five basic concepts to remember about customers:

1) customer's name
2) customer's likes and dislikes
3) where customer lives
4) where customer works
5) something with which you can associate the customer--a characteristic, hobby, special interest, kind of car or clothes, etc.

Discuss why it is important for a business employee to be able to remember personal information about customers.

Have students role-play a sales situation. Other students should evaluate the salesperson's ability to remember personal information about individual customers by asking these questions:

1) Did the salesperson get the customer's name?
2) Did the salesperson establish the customer's likes and dislikes?
3) Did the salesperson ask where the customer lived?
4) Did the salesperson ask where the customer worked?
5) Were any special interests or hobbies established?
6) Was the information gained used successfully by the salesperson?

References

IDECC LAP 32-865

Basic Selling
Chapter 5

Salesmanship Fundamentals
Chapter 9

Selling Today
Chapter 11

Principles of Creative Selling - Chapter 9

Selling
Chapter 4

Fundamentals of Selling
Chapter 9

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL SH... GENUINE INTEREST IN EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

920
Show a feeling of sincere interest in customers and their problems.

OTHER CLUSTER COMPETENCIES:

862
865

Suggested Learning Activities

Have students brainstorm a list of ways that salespeople can demonstrate their interest in customers, writing each way on a blackboard or transparency as it comes up in the discussion.

Divide students into pairs and have each pair develop and present a role playing situation demonstrating the value of salespople having a sincere interest in customers and their problems. Students should discuss each demonstration--whether the salespeople effectively handled each situation or how they could improve.

Provide case problems regarding salesperson/customer relations. Students should prepare written responses, describing at least one way to show interest in each customer's problem. Evaluate responses and go over problems in a class discussion.

References

IDECC LAP 39-920

Retail Selling
Chapter 21

The Retail Salesperson
Chapter 1

Retail Merchandising
Chapter 11

Basic Selling
Chapter 5

Fundamentals of Selling
Chapter 9, A

Salesmanship Fundamentals
Chapter 14

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SELECT A SUITABLE APPROACH FOR EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

942
Attitude that customers should be approached promptly and not be kept waiting.

OTHER CLUSTER COMPETENCIES:

812
869

241

Suggested Learning Activities

Discuss with students why customers should be approached promptly and not be kept waiting. Have students relate experiences they have had in businesses where they were angered by being kept waiting and left the business without making a purchase.

Provide case situations showing the importance of prompt, courteous approaches. Students should answer these questions about each situation:

1) Did the salesperson approach the customer at the right time? Why or why not?
2) Did the salesperson approach the customer in a courteous manner? Why or why not?
3) How could the situation have been better handled?

Divide students into pairs and let each pair plan and present a role-playing situation regarding a prompt, courteous approach (or lack of). Discuss each situation after its presentation.

References

IDECC LAP 30-942

Fundamentals of Selling
Chapter 9, A

Retail Merchandising
Chapter 11, C

Salesmanship Fundamentals
Chapter 13

Retail Selling
Chapter 20

Retailing Principles and Practices - Part 7

The Retail Salesperson
Chapter 2

Basic Selling
Chapter 5

General Merchandise Retailing
Chapter 13

242

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SELECT A SUITABLE APPROACH FOR EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

812
Know the customer approaches which may be used when opening a sale.

OTHER CLUSTER COMPETENCIES:

869
942

Suggested Learning Activities

Discuss with students the four basic customer approaches which may be used to open a sale:

1) Greeting approach
2) Service approach
3) Merchandise approach
4) Combination approach.

Have each student observe ten salespeople. Students should record the types of approaches they hear the salespeople use and how the salespeople demonstrate each approach. Students should then share their findings with the class.

References

IDECC LAP 30-812

Fundamentals of Selling
Chapter 9, B

Retail Merchandising
Chapter 11, C

Retail Selling
Chapter 20

Retailing Principles and Practices - Part 7

The Retail Salesperson
Chapter 2

Basic Selling
Chapter 5

General Merchandise Retailing
Chapter 13

Selling Principles and Practices - Chapter 12

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SELECT A SUITABLE APPROACH FOR EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

869
Open a sales conversation with a suitable statement or remark.

OTHER CLUSTER COMPETENCIES:

812
942

Suggested Learning Activities

Have students choose ten services (or products) sold at their training stations* and write a suitable opening statement for each.
(*or a business of their career interest)

Have students take turns acting as customers and salespeople in role-playing situations. The salesperson should open the sales conversation with a suitable statement or remark. Other students should discuss and evaluate each approach.

References

IDECC LAP 31-869

Fundamentals of Selling
Chapter 9, B

Retail Merchandising
Chapter 11, C

Retail Selling
Chapter 20

Retailing Principles and Practices - Part 7

The Retail Salesperson
Chapter 2

Basic Selling
Chapter 5

General Merchandise Retailing
Chapter 13

Selling Principles and Practices - Chapter 12

Selling

Cluster Instructional Objective:

IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?

870
Determine customers' wants and desires during sales.

OTHER CLUSTER COMPETENCIES:

811
884
1901

Suggested Learning Activities

Develop a series of case problems. Students should use the information contained in each case problem to develop a list of "needs and wants to be considered" and "techniques to be used to determine needs and wants," such as listening, questioning, observing, etc. Students should turn in papers for evaluation and/or share their ideas in a class discussion.

Have students participate in role-playing situations which demonstrate the techniques of determining a customer's wants and desires during a sale. Other students should evaluate each "salesperson's" ability to recognize or determine the customer's needs and ability to judge the customer's reactions and adapt to them.

References

IDECC LAP 40-870

Selling Today
Chapter 13

Principles of Creative Selling - Chapter 13

Salesmanship Fundamentals
Chapter 10

Fundamentals of Selling
Chapter 9

The Retail Salesperson
Chapter 1

Retail Selling
Chapters 21, 22

Retail Merchandising
Chapter 11

Selling

Cluster Instructional Objective:

IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?

884
Ability to question, observe and listen in order to complete a successful sale.

OTHER CLUSTER COMPETENCIES:

811
870
1901

Suggested Learning Activities

Discuss with students these observation techniques:

1) Watch for what the customer is looking at
2) Study the customer to gather information that might help bring the sale to a close
3) Do not appear to be snooping
4) Know when the customer appears to be looking for more specific activities.

Have students take turns role-playing customers and salespeople demonstrating good observation techniques during a sale.

Discuss with students these questioning techniques to use during a sales presentation:

1) Make your questions short.
2) Make your questions easy to answer.
3) Make your questions impersonal.
4) Ask questions freely.
5) Make use of evasive answers.
6) Use questions which will get a positive response from the customer.

Have students take turns role-playing customers and salespeople demonstrating good questioning techniques during a sale.

(Continued on following page.)

References

IDECC LAP 51-884

Retail Selling
Chapter 21

Retailing Principles and Practices - Part 25

Communications in Marketing
Chapters 1, 2

Salesmanship Fundamentals
Chapters 6, 15

Retail Merchandising
Chapter 11

Selling Today
Chapter 13

Principles of Creative Selling - Chapter 13

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
884 - Continued	Discuss with students these <u>listening</u> techniques: 1) Stop talking 2) Put the talker at ease 3) Show the talker that you want to listen 4) Remove distractions 5) Empathize with the talker 6) Be patient 7) Hold your temper. 8) Go easy on argument and criticism 9) Ask questions. Have students observe at least five selling situations in three different stores. Students should evaluate each salesperson's effectiveness in listening, observing, and questioning customers to aid them in successfully completing their sales by asking themselves these questions: 1) Were any of the observation, listening, or questioning techniques you have studied present in this salesperson's presentation? Which ones? 2) Did the salesperson make effective use of what they observed or heard during this selling situation? 3) Did you see or hear anything the salesperson missed or ignored that you feel may have helped them successfully complete the sale? What?	

Selling

Cluster Instructional Objective:

IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?

811
Know the ways to help a customer make a buying decision.

OTHER CLUSTER COMPETENCIES:

870
884
1901

Suggested Learning Activities

Discuss with students what makes customers decide to buy in terms of rational or emotional buying motives. List two products on the blackboard and have students suggest reasons why different people would want to buy each service (or product).

Invite an experienced salesperson to speak to the class about the five buying decisions a customer must make before making a purchase:

1) WHY should I buy?
2) WHAT type, brand, or style should I buy?
3) WHERE should I buy?
4) HOW MUCH should I pay?
5) WHEN should I pay?

Then, the speaker should discuss methods of stimulating buying decisions during a sales presentation.

Given case problem situations, students should explain in writing at least two ways to stimulate the sale in each situation. Discuss responses.

Have students take turns role-playing an indecisive customer and a salesperson. The salesperson should try to help the customer make a buying decision. Other students should discuss and evaluate each presentation.

References

IDECC LAP 50-811
IDECC LAP 50-891

Fundamentals of Selling
Chapter 9, E

Salesmanship Fundamentals
Chapter 10

Retail Selling
Chapter 21, 22

Retailing Principles and Practices - Part 61

The Retail Salesperson
Chapter 5

Retail Merchandising
Chapter 11

Principles of Creative Selling - Chapters 13, 14

Selling Today
Chapter 13

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?

1901
Use suggestion selling in situations where customers are unfamiliar with the services offered.

OTHER CLUSTER COMPETENCIES:

811
870
884

Suggested Learning Activities

Invite an experienced salesperson to speak to the class on how to increase sales by using suggestion selling. Students should take notes for later discussion and reference.

Have each student ask five salespeople from at least three different businesses these questions:

1) What type of suggestion selling do you find most successful when serving customers?
2) Do you feel you are helping the customer when you use suggestion selling or do you feel like you are using high pressure selling? Why?
3) What are your feelings about the value of suggestion selling?
4) What are some key phrases you use when introducing a suggestion?

Students should record responses and share their findings in a class discussion.

Have students take turns role-playing customers and salespeople in sales situations. The salesperson should demonstrate how to use suggestion selling in the sales presentation. Other students should discuss and evaluate each presentation.

References

Fundamentals of Selling
Chapter 12, A

Salesmanship Fundamentals
Chapter 17

Retail Selling
Chapter 25

Retailing Principles and Practices - Part 27

Creative Selling
Chapter 3

The Retail Salesperson
Chapters 10, 11

Selling Principles and Practices - Chapter 16

Principles of Creative Selling - Chapter 19

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SENSE AND HANDLE CUSTOMER OBJECTIONS DURING A SALE.

What Does the Competent Marketing Employee Do?

874
Sense a customer's objections and handle them as effectively as possible.

OTHER CLUSTER COMPETENCIES:

926

257

Suggested Learning Activities

Have students brainstorm a list of objections that might be made about a business' 1) policies, and 2) services. List objections in two columns on a blackboard or transparency as they come up in the discussion.

Invite an experienced salesperson to speak to the class on the different types of objections a customer may have and how to handle and overcome each with respect.

References

IDECC LAP 49-874

Fundamentals of Selling
Chapter 10, B

Salesmanship Fundamentals
Chapter 15

Selling Today - Chapter 15

Principles of Creative Selling - Chapter 16

Selling
Chapter 11

Retail Selling
Chapter 23

The Retail Salesperson
Chapters 6, 7

Basic Selling
Chapter 7

Selling Principles and Practices - Chapter 14

258

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SENSE AND HANDLE CUSTOMER OBJECTIONS DURING A SALE.

What Does the Competent Marketing Employee Do?

926
Realize that customers' objections must be handled and overcome with respect.

OTHER CLUSTER COMPETENCIES:

874

Suggested Learning Activities

Given a series of case situations involving customer objections, students should explain (in writing) how to handle and overcome the customer's objection in each situation. After evaluating students' responses, discuss each situation.

Have students take turns role-playing customers and salespeople in sales situation. The salesperson should demonstrate how to handle and overcome the customer's objection with respect. Other students should discuss and evaluate each situation.

References

IDECC LAP 49-926

Fundamentals of Selling
Chapter 10, B

Salesmanship Fundamentals
Chapter 15

Selling Today
Chapter 15

Principles of Creative Selling - Chapter 16

Selling - Chapter 11

Retail Selling
Chapter 23

The Retail Salesperson
Chapters 6, 7

Basic Selling
Chapter 7

Selling Principles and Practices - Chapter 14

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY CLOSE A SALE.

What Does the Competent Marketing Employee Do?

820
Know the ways to determine when and how to close a sale.

895
Skill in determining when and how to close a sale.

OTHER CLUSTER COMPETENCIES:

813
814
815
819
889
890
898

Suggested Learning Activities

Discuss with students the principles to observe in closing a sale, including:

1) Have a positive attitude
2) Make it easy for the prospect to act
3) Know when to close
4) Display self-confidence
5) Hold off giving the price
6) Help the customer to concentrate
7) Avoid negative closings.

Invite an experienced salesperson to speak to the class about ways in which a salesperson may be able to detect buying signals in a customer, examples of buying signals that a customer might give to salespeople, and closing techniques that a salesperson may use to effectively close a sale. The speaker should demonstrate closing techniques for various selling situations, asking the instructor or student volunteers to assist in role-playing these selling situations.

Provide case problems dealing with sales situations Discuss the examples of buying signals present in these situations which tell the salesperson when to close the sale. Discuss also the methods which could be used to close the sale in each situation.

Have students take turns acting as customers and salespeople in role-playing situations. The salesperson should demonstrate how to effectively close a sale. Other students should discuss and evaluate each presentation.

References

IDECC LAP 52-820
IDECC LAP 52-895

Selling Today - Chapter 16

Retail Selling
Chapter 24

Salesmanship Fundamentals
Chapter 16

Retailing Principles and Practices - Part 9

The Retail Salesperson
Chapters 8, 9

Basic Selling
Chapter 8

Selling Principles and Practices - Chapter 15

Principles of Creative Selling - Chapter 18

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY CLOSE A SALE.

What Does the Competent Marketing Employee Do?

813
Know the procedures involved in conducting a cash sale transaction, and efficiently handle the transaction.

890
Ability to efficiently handle a cash sale transaction.

OTHER CLUSTER COMPETENCIES:

814
815
819
820
889
895
898

Suggested Learning Activities

Explain and demonstrate the steps a salesperson should follow when conducting a cash sale transaction.

Have students take turns acting as salespeople, while you make a purchase acting as a customer. Use play money and a cash register, if possible. Have other students observe whether each salesperson followed all steps.

Have students observe the procedures the salesperson follows when they make a cash purchase at a local business. Immediately following the purchase, students should determine whether the salesperson followed all steps.

FOR ADDITIONAL LEARNING ACTIVITIES regarding cash sale transactions, refer to competencies 386, 1701, and 355 in "Mathematics" section.

References

IDECC LAP 14-813
IDECC LAP 14-890

Retail Selling
Chapter 12

Retail Merchandising
Chapter 12, A

Retailing Principles and Practices - Part 10

Checker-Cashier
Section 7

Mathematics in Marketing
Chapter 3

The Cashier
Chapter 3

Marketing Math
Section 4

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY CLOSE A SALE.

What Does the Competent Marketing Employee Do?

814
Know the procedures involved in conducting a charge sale transaction, and efficiently handle the transaction.

889
Ability to efficiently handle charge sale transactions.

OTHER CLUSTER COMPETENCIES:

813
815
819
820
890
895
898

Suggested Learning Activities

Discuss with students the procedures involved in conducting a charge sale transaction. Show examples of charge forms and charge plate forms used by local businesses, explaining how to complete each.

Have selected students ask three salespeople from different businesses these questions:

1) What are the kinds of charges made by your business?
2) What charge plates are honored by this business?
3) What are the limits on the charge plates, and how does the business secure authorization for the plates?
4) How many steps are used in charge sales? (Itemize.)

Students should record responses and obtain sample charge forms used by each business and prepare a report to share with the class.

Have student observe the procedures the salesperson follows when they make a charge purchase at a local business.

References

IDECC LAP 16-814
IDECC LAP 16-889

Retail Selling
Chapter 13

Retail Merchandising
Chapter 12, A

Retailing Principles and Practices - Parts 10, 28

Customer Services
Chapters 2, 3

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY CLOSE A SALE.

What Does the Competent Marketing Employee Do?

815
Know how to properly handle charge plates during a charge sale transaction.

OTHER CLUSTER COMPETENCIES:

813
814
819
820
889
890
895
898

Suggested Learning Activities

Invite a salesperson from a local store to speak to the class about handling charge sales, demonstrating how to use a charge plate machine. If possible, let groups of students practice using the charge plate machine.

Borrow a charge plate machine from a local business and give a presentation on how to use it. Afterwards, let students practice using the charge plate machine.

If it is not possible to use a charge plate machine at school, arrange for a field trip to a business. A salesperson or manager can explain and demonstrate how to use the machine.

References

IDECC LAP 16-815

Retail Selling
Chapter 13

Retail Merchandising
Chapter 12, A

Retailing Principles and Practices - Parts 10, 28

Customer Services
Chapters 2, 3

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY CLOSE A SALE.

What Does the Competent Marketing Employee Do?

819
Know the procedures to use when writing out saleschecks.

898
Skill in properly writing out saleschecks.

OTHER CLUSTER COMPETENCIES:

813
814
815
820
889
890
895

269

Suggested Learning Activities

On transparencies, show students samples of sales-check forms used by local businesses. Discuss information location points and their purposes.

Provide students with sample sales check forms and a list of customer purchases. Students should correctly complete a salescheck for each transaction. Evaluate students' work and continue practice as needed.

FOR ADDITIONAL LEARNING ACTIVITIES regarding the correct completion of saleschecks, refer to competencies 360, 362, and 374 in the "Mathematics" section.

References

IDECC LAP 13-819
IDECC LAP 13-898

Retail Selling
Chapter 11

Retail Merchandising
Chapter 11, E

Retailing Principles and Practices - Part 10

Mathematics in Marketing
Chapter 2

270

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE CUSTOMER COMPLAINTS.

What Does the Competent Marketing Employee Do?

823
Know the ways to handle customer complaints according to the business' policy.

OTHER CLUSTER COMPETENCIES:

927
937

Suggested Learning Activities

Discuss with students these five steps of a general model business policy for handling customer complaints:

1) Listen to the facts.
2) Restate the major facts.
3) Follow course of action or get someone with authority to continue handling complaint.
4) Provide a friendly explanation of the course of action.
5) Follow-up on the complaint to avoid future complaints of this nature.

Have students report the general policies for handling customer complaints at their training stations or a business they are familiar with. Compare procedures between businesses.

Have students take turns role-playing a complaining customer and salesclerk. Other students should discuss each role-play and evaluate the salesclerk's ability to handle the complaint.

References

IDECC LAP 60-823

Fundamentals of Selling
Chapter 12, E

Retail Merchandising
Chapter 12, D

Customer Services
Chapter 5

Human Relations in Business
Chapter 5

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE CUSTOMER COMPLAINTS.

What Does the Competent Marketing Employee Do?

927
Realize that a customer's complaint is an excellent opportunity to build goodwill.

OTHER CLUSTER COMPETENCIES:

823
937

Suggested Learning Activities

Invite a local business manager or an experienced salesperson to speak to the class on "Building goodwill when handling customer complaints."

Provide students with case problems involving customer complaints. Students should explain, in writing, how they would handle each complaint in a manner that will build goodwill.

References

IDECC LAP 60-927

Fundamentals of Selling
Chapter 12, E

Retail Merchandising
Chapter 12, D

Customer Services
Chapter 5

Human Relations in Business
Chapter 5

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE CUSTOMER COMPLAINTS.

What Does the Competent Marketing Employee Do?

937
Attitude that the customer--by his/her very act of complaining--is giving the business an opportunity to correct a possible fault in its operation.

OTHER CLUSTER COMPETENCIES:

823
927

Suggested Learning Activities

Have each student interview three salespeople to determine types of customer complaints that they have handled, the ways in which they were handled, and how the information was used to prevent future complaints. Students should prepare a written report for the instructor and share their findings in a class discussion.

Provide students with case problems involving customer complaints. Students should discuss how each complaint should be handled, and how to correct the business' operation so that the complaint will not recur.

References

IDECC LAP 60-937

Fundamentals of Selling
Chapter 12, E

Retail Merchandising
Chapter 12, D

Customer Services
Chapter 5

Human Relations in Business
Chapter 5

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE THE SALESPERSON'S ROLE IN PUBLIC RELATIONS.

What Does the Competent Marketing Employee Do?

933
Realize the importance of public relations to the salesperson's position.

277

Suggested Learning Activities

Have students write a paper in which they:
1) Define business public relations.
2) Describe the salesperson's role in business public relations.
3) Give examples of public relations activities at their training stations or other local businesses.

Invite a large business manage to speak to the class about public relations in business, including any public relations training given to his/her business employees.

Have students complete a handout containing these questions:
1) List two businesses where you enjoy to shop because of the businesses' employees.
2) What do these employees do to make your shopping enjoyable?
3) Do the businesses perform any public relations activities that influence you decision to shop there? What activities?

Students should then use the same form to question five customer, prepare a report, and share their findings with the class.

References

IDECC LAP 4-933

Retailing Principles and Practices - Part 70

Basic Retailing
Chapter 9

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 2

Human Relations in Business

Human Relations in Marketing

278

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE WHY CONTINUAL SALES TRAINING IS IMPORTANT TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?

944
Believe that one should take advantage of sales training opportunities.

Suggested Learning Activities

Invite the local community college mid-management program coordinator to speak at a DECA meeting on the importance of additional sales training beyond high school. A successful past-DECA member would also be a good speaker.

Invite a business representative to speak to the class on sales training programs provided by his/her business and the importance of continual sales training to business success.

Have students write a brief essay on two areas of additional sales training that is available to them after completion of their D.E. program, and how this training would aid them in reaching their career goal.

Have selected students interview a business manager about the training programs offered by the business, and how the manager feels about continual sales training and its contribution to the success of the business.

References

IDECC LAP 9-944

Principles of Creative Selling - Chapter 3

Advertising

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Advertising

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Communications

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Communications

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Display

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Display

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Human Relations

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Human Relations

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Marketing/Economics

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Marketing/Economics

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Management

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Management

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Mathematics

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Mathematics

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Merchandising

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Merchandising

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Operations

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Operations

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Product / Service Technology

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Product/Service Technology

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Selling

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References

Selling

Cluster Instructional Objective:

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References